



Montana Board of Public Education

Public Charter School Application

September 2023

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INTRODUCTION

HB 549 (2023) authorized the establishment of public charter schools in Montana and tasked the Montana Board of Public Education as the sole entity authorized to enter into public charter contracts with a governing board. There are two types of public charter schools – those operating under an existing local school board and those operating as a new school district under a separate governing board. This Public Charter School Application is for both options.

A public charter school means a public school that has autonomy over decisions including, but not limited to, matters concerning finance, personnel, scheduling, curriculum, and instruction as defined in a public charter contract. Public charter schools are governed by a local school board, or in the case of a governing board other than a local school board, by the governing board of the public charter school district of which the public charter school is a part. Public charter schools are established and operated under the terms of a public charter contract and allow parents to choose to enroll their children. Public charter schools must admit students based on a lottery if more students apply for admission than can be accommodated.

Public charter schools provide a program of education that may include any or all grades from kindergarten through grade 12 and vocational education programs and operate in pursuit of a specific set of educational objectives as defined in its public charter contract.

The evaluation of your application will focus on whether implementing the proposals in your application will lead to the academic, organizational, and financial performance you are promising in exchange for potential broad flexibility from Montana's education standards. The evaluation will also determine whether:

- There is an established need for the proposed public charter school;
- The proposed public charter school meets the needs of all its students;
- The proposed public charter school is of the highest academic quality;
- The proposed public charter school will provide a healthy learning environment and positive school climate;
- The proposed governing board demonstrates the capacity to implement the plan outlined in the application with fidelity; and
- The proposed public charter school will provide an educational opportunity to students that they would not otherwise receive at the traditional school they are zoned to attend.

Applicants are strongly encouraged to review all information and resources available on the Board's webpage under the Public Charter School tab prior to drafting and submitting a public charter school application.

SUBMISSION PROCEDURES

To facilitate the Montana Board of Public Education's review of public charter school applications, applicants must submit the application to bpe@mt.gov no later than November 1, 2023. The Board will review the public charter school application, and if completed, will facilitate an interview, and take public comment on the application at the November 15-17, 2023 Board meeting. Final approval of the application will take place at the January 18-19, 2024 Board meeting.

We recognize that this application does not provide the space to fully and accurately respond to each of the questions in the application. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located within the application.

Please note that submitting a public charter school application does not guarantee that a public charter school contract will be granted. Failure to adhere to any requirements may yield a defective application that is rejected before consideration. In addition, complete applications that are not strong enough to guarantee a successful public charter school implementation will be recommended for denial.

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: ☐ New Public Charter under Existing Local School Board ☒ New Public Charter District

Name of Public Charter School Yellowstone Experiential School

Local school district in which the public charter school will be physically located: Livingston, MT

Contact Information for the Governing Board Chair

Contact Person: Maggie Stein Attorney
Name Title

Contact Address: PO Box 323, Clyde Park, MT 59018

Telephone Number: 406-570-2756

E-mail Address: maggie_stein@me.com

Contact Information for the Person Completing this Application

Contact Person: Emily Post School Director
Name Title

Contact Address: 402 S. K Street, Livingston, MT 59047

Telephone Number: 406-202-8201

E-mail Address: emily@educatio.life

PUBLIC CHARTER APPLICATION

Name of Public Charter School: Yellowstone Experiential School

Provide an executive summary with the general purpose and rationale for the creation of the public charter school.

Opening Date: July 1, 2024 Public Charter Term Length: 5 years

Grades to be served: K-8th

Minimum Enrollment Per Year: 70

Planned Enrollment Per Year: 90

Maximum Enrollment Per Year: 100

For each year of the public charter term, indicate the number of students the public charter school plans to serve in each grade.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	10	10	10	10	10	10	10	10	10					
Year 2	10	10	10	10	10	10	10	10	10					
Year 3	10	10	10	10	10	10	10	10	10					
Year 4	10	10	10	10	10	10	10	10	10					
Year 5	10	10	10	10	10	10	10	10	10					

ACADEMIC PROGRAM

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.
See next page for additional information.
2. Identify the targeted student population and the community the public charter school proposes to serve.
3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.
4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

Yellowstone Experiential School Charter Application

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NAME of Public Charter

Yellowstone Experiential School (YES)

Executive Summary

Establishing the Yellowstone Experiential School as a public charter in Park County Montana supports the Montana legislative directive to:

1. Provide educational options to serve parents and students;
2. meet identified educational needs and promote a diversity of educational choices;
3. increase standards for student achievement;
4. close achievement gaps between high-performing and low-performing groups of public school students;
5. increase educational opportunities within the public education system;
6. provide alternative learning environments for students who are not thriving in traditional school settings; lowering the dropout rate
7. create new professional opportunities for teachers and other school personnel
8. encourage the use of different models of teaching and learning
9. provide students, parents, community members, and local entities with expanded opportunities for involvement in the public education system;
10. advance Montana's commitment to the preservation of American Indian cultural identity, pursuant to Article X, section 1(2), of the Montana constitution

Application Questions MT Board of Education

ACADEMIC PROGRAM We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

1. Mission and Vision

State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

The Yellowstone Experiential School (YES) public charter is a community school for 4-14 year olds in Livingston, Montana.

Yellowstone Experiential School public charter Mission:

YES provides a joyful, individualized, and meaningful education for 4-14 year olds through real-world, interdisciplinary learning experiences; development of caring, trusting

relationships to self and others; and engagement with community partners working together to meet challenges and opportunities through creativity and critical thinking.

Vision

Deeply engaged in their own learning, with a foundation of knowledge, strong sense of self, and connection to community– YES public charter graduates are prepared for high school and postsecondary success and are empowered to live a life of well-being and productive citizenship.

The establishment of the Yellowstone Experiential School as a public charter is important to our Park County community in many ways.

Quality Alternative - Education for All Students: Students are opting out of the public option in Park County. Community members realize the benefit of well-educated youth as future citizens and leaders of our local community and state . Park County residents want an intentional, cohesive, measured, and relevant educational alternative for those students to ensure a strong democracy, low crime rates, capable labor force, community innovation, public service, and citizenship.

Students and families in our community are demonstrating the need for alternative options to our sole traditional model. Of the total reported K-8th school age students, 399 students or approximately 20% of Park County students, are opting out of public school and instead are participating in home school, private schools, or hybrid educational programs. See Appendix A for October 2023 Park County Student Enrollment .

Park County public school enrollment is at its lowest in recent years. There are several contributing factors influencing this decline in public school participation, including political climate, COVID impact on enrollment, increasing micro school options, changing demographics, housing issues, fear of extremism and violence, etc.

In addition to these societal factors, families and students have identified the need for school choice to close achievement gaps between high-performing and low-performing groups of public students. Specifically, parents and students are taking responsibility for their own success by moving towards a student-centered approach to education. Those students and families are opting out of traditional options and are pursuing and developing alternatives that better meet their individual needs.

The approximately 400 students who are not enrolled in the free, public option are looking for a personal fit that meets academic and social needs.

Equity: Parents alone cannot pay the true cost of comprehensive, enriching education providing vast opportunities for students to thrive. Students opting out of the public option due to diverse needs, are entitled to a public education. Each student deserves a high

quality education to provide a foundation of knowledge, skills and confidence, despite ability to pay.

Suicide Prevention: The creation of YES as a public charter to be accessible to any student despite ability to pay is also critical as Park County continues to witness youth suicide. Studies show that students who feel connected to a community or purpose and have a connection to at least one adult are at least risk, (<https://sprc.org/effective-prevention/comprehensive-approach>). The YES structure of low student-to-teacher ratio allows all students to experience strong relationships with healthy adults and peers, as well as meaningful, individualized educational experiences that students care about. The smaller school community, low student-to-adult ratio, and individualized and meaningful learning opportunities provide the community, meaningful adult relationships, sense of purpose, and healthy self-esteem known as major protective factors (based on a [Montana Youth Dynamics article](#)).

Major protective factors for suicide include:

1. Effective **behavioral health care**
2. **Connectedness** to individuals, family, community, and social institutions
3. **Life skills** (including problem-solving skills and coping skills, ability to adapt to change)
4. **Self-esteem** and a **sense of purpose** or meaning in life
5. Cultural, religious, or personal **beliefs that discourage suicide**

Increases Public Dollars for Education in Park County: Schools are underfunded and under-resourced to meet the diverse needs and demands of all of our unique students. Families with students in search of options that fit individual needs for success and opting out of the public option are paying for private education. Not all working families have the ability to pay for individualized education to meet their child's needs.

The Yellowstone Experiential School public charter would bring in additional public investment to educate Park County students for alternative programming. An additional public option will bridge the equity gap between learners who would thrive in a hands-on learning environment and those whose families cannot afford the time and money it takes to provide these essential services without additional public options.

Updated, Relevant Approach to Education to Serve Diverse Needs and Challenges of the 21st Century:

It is more important than ever that we re-imagine learning environments that provide opportunities for interest-driven exploration, creativity, collaboration, and development of relevant life skills. It is this knowledge base and foundation that empowers kids with a 'can-do mindset' to support their purpose and contribute as citizens.

Young people want to feel valued and connected and have the knowledge, ideas and skills to achieve goals to live their best life.

People all over the world are articulating that the skills to succeed now include excellent communication, healthy relationships with self and others, creative capacity for problem solving, and the agency to accomplish goals.

Kids are all facing many unmet future challenges and opportunities and will need to become the citizens and leaders with the hearts, minds, and skills to face those challenges and contribute to positive solutions.

Project-based learning is an educational approach recognized for building these skills, producing confident students prepared to think critically, dream big dreams, and contribute to a better world as happy, healthy, fulfilled people.

2. Target Student Population & Community Served

Identify the targeted student population and the community the public charter school proposes to serve.

The Yellowstone Experiential School provides a hands-on, meaningful approach to academic, social-emotional, and community impact education for students ranging 4-14 years old, or pre-kindergarten to 8th grades.

The school is structured in a 10 to 1 student-to-teacher ratio per classroom. The Yellowstone Experiential School provides academic education for a minimum of 70 students to a maximum of 100 students.

The YES public charter student population is structured as mixed-age and distributed generally equally by age group. YES is responsive to student enrollment demands. Enrollment may vary within an age group reflective on demand year-to-year.

8-10: 5-6 yr olds **Kindergarten**

8-10: 6-7 yr olds **1st grade**

8-10: 6-7 yr olds **2nd grade**

8-10: 8-10 yr olds **3rd grade**

8-10: 8-10 yr olds **4th grade**

8-10: 10-12 yr olds **5th grade**

8-10: 10-12 yr olds **6th grade**

8-10: 12-13 yr olds **7th grade**

8-10: 13-14 yr olds **8th grade**

Enrollment capacity will expand from 70 to 90-100 students enrolled over 5 years to ensure staffing, occupancy, and organizational capacity grows to support the increased numbers of students for optimal individualized growth and learning outcomes.

YES works with the intention of being an integrated school that is representative of the demographics of the larger community of Park County.

The Yellowstone Experiential School welcomes all learners and does not discriminate based on ability, race, gender, or socio-economic status. YES students may include: Socio-economically Disadvantaged, English Learners, Students with Disabilities, Students who identify as Dyslexic, Visual, and Neurodivergent Learners, Homeless Youth, Latino or Hispanic students, White, Black or African American students, students of two or more races, students of Asian, Filipino, American Indian, or Alaska Native Pacific Islander heritage.

YES is a school of choice. No student is required to attend YES. Students may attend other public schools within their home school district of residence. Parents and guardians of students enrolling in YES will be informed in the admissions process that students have no right to admission in a particular school of the District or any other local education agency as a consequence of enrollment in YES, except to the extent that such a right is extended by the District or other local education agency.

YES pledges to work cooperatively with the District, with the Montana Office of Public Instruction, and the Montana Board of Education, and other local education agencies, school districts, and charter schools as necessary to expeditiously provide and receive student information as may be necessary when students transfer between YES and other public school attendance alternatives.

Students who will thrive in the YES learning environment and culture are receptive to small-group, mixed-age, individualized learning opportunities with a hands-on approach to Montana Core Curriculum Standards.

3. Plans and Timelines

Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

Student Recruitment

1. Public outreach about YES Charter enrollment will be advertised upon state approval of the charter organization. Outreach will include: advertisement in the local paper, social media posts, posters, notification to parents at local events, news releases to all local media outlets, and existing parent email lists. YES shall provide or publicize to parents and the general public information about YES public charter

school as an enrollment option within the district to the same extent and through the same means that the district provides and publicizes information about noncharter public schools in the district.

Admissions Information

1. Admissions information will be available on the YES website. Paper applications are also available at YES school.
2. Open enrollment will begin February 15th, 2024 for the 2024/25 academic school year.
3. Enrollment will close April 15, 2024 if applications meet or exceed student capacity. If applications do not meet capacity, rolling admission will be open until filled.

General Procedures for New Applicants for Admission

The following are admissions requirements for new applicants:

1. A parent or guardian must complete and submit a simple, non-discriminatory application form by a published deadline before the ending of the open enrollment period.
2. A parent or guardian must sign a statement agreeing to abide by all policies and procedures set forth in the Student & Parent Handbook.

YES informs parents and guardians that volunteering at YES is encouraged, but it is not required for admission or enrollment.

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year.

More information regarding the admissions process and procedures, including an online application, may be found at the website.

Admissions Priorities

YES public charter school is open to any student residing in the state.

A school district may not require a student enrolled in the school district to attend a public charter school.

YES public charter school limits admission to students within the ages of 5-14 yrs old, grade levels K-8th.

YES public charter school is organized for students interested in a hands-on, project-based K-8th education.

YES public charter school shall enroll all students who wish to attend the school unless the number of students exceeds the capacity of a program, class, grade level, or building.

If capacity is insufficient to enroll all students who wish to attend the school, YES public charter school shall select students through a lottery.

YES public charter school shall give enrollment preference to students who are residents of the located school district.

YES public charter school may give enrollment preference to:

(i) students who were enrolled in the public charter school the previous school year and to siblings of students already enrolled in the public charter school. An enrollment preference for returning students excludes those students from entering a lottery.

(ii) children of members of a public charter school's governing board and full-time employees, limited to no more than 10% of the school's total student population.

This section does not preclude the formation of a public charter school for the purpose of serving students with disabilities, students of the same gender, students who pose a sufficiently severe disciplinary problem to warrant a specific educational program, or students who are at risk of academic failure. If capacity is insufficient to enroll all students who wish to attend such a school, the public charter school shall select students through a lottery.

Records Transfer

If a student who was previously enrolled in a public charter school enrolls in YES, YES shall accept credits earned by the student in courses or instructional programs at the public charter school.

Admissions Lottery

If YES receives more applications than there are spaces available, a public, computerized lottery will be held to determine admissions. Notification of the lottery date will be made to the public and members of the public will be able to witness the computerized lottery process. Within the context of this admission process, YES seeks to deliver on the spirit and intent of Brown vs. Board of Education by using legally-permissible means to enroll a profile of students representative of the racial, ethnic, and socioeconomic diversity of the region where YES operates. In this regard, YES employs certain weighting mechanisms in

relation to its computerized lottery that foster diversity and that fit squarely within acceptable admissions protocols.

Acceptance, Notification and Waiting Pool

Once the initial openings have been filled using the procedures described above, YES will notify chosen applicants and inform them of their option to enroll in YES. Applicants who have not been chosen will have their names maintained within the applicant waiting pool. As additional openings become available after the initial stage of drawing names, names will be drawn from the waiting pool in keeping with YES's admissions policies as delineated above. When names are drawn, YES will notify the applicants that they have the option of enrolling in YES. Notifications will give applicants at least three full business days to inform the school of the applicant's intentions. In the absence of an affirmative and timely response by phone, letter, or email, YES will eliminate the applicant from consideration and draw another name from the waiting pool. The applicant waiting pool expires annually at the end of the formal academic year, or as otherwise determined by the Yellowstone Experiential School Board.

4. Academic Program

Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

The Yellowstone Experiential School public charter is innovative in our district in organizational design; mixed-age classroom structure; a culture and strong focus on individualized, engaging student experience; and an applied, meaningful approach to academic proficiency through community projects and experiential learning opportunities.

YES offers an educational experience for kids ages 4-14 prioritizing three main growth and development outcomes.

1. **ENGAGEMENT:** Academic and skills proficiency of MT core curriculum standards approached through meaningful real-world, experiential learning.
2. **CONNECTION:** Strong sense of self, strengths and purpose and personal well-being and healthy, caring, trusting relationships through direct instruction, healthy adult modeling, and inspiring, skill building experiences.
3. **CITIZENSHIP:** Civic engagement and connection to community through relevant projects that explore authentic community challenges and opportunities and empowerment to take action to make change.

These **YES Guiding Characteristics** lead our Board of Trustees, administration, teachers, parents, and learners in development and implementation of curriculum, instruction, field studies, assessment, professional development, planning, calendar, and budget.

ENGAGEMENT: All community members find meaning, purpose, and value in what they are doing.

Project-Based Learning

Providing meaningful, real-world, and experiential learning with an authentic audience and outcome

Love of Learning

Creating joyful, playful, and fun experiences that allow for choice and encourage curiosity and creativity

Growth

Continuously providing challenging opportunities to build skills, knowledge, and character to best support each individual

Discovery

Exploring a wide variety of content, experiences, ideas, and materials

CONNECTION: All community members build a healthy relationship to self, others, and place.

Self

Developing non-violent communication skills, self-knowledge of interests, strengths, and boundaries, and caring, trusting relationships; community members build their identities as learners and develop the capacity for agency and autonomy

Community

Feeling valued, empowered, seen, and included in our diverse community

Place

Building connection to our natural and built/ historic environment

Learning Team

Educators, family, and students working together to build Individualized Learning Plans

CITIZENSHIP: All community members practice critical thinking and awareness to benefit ourselves and others.

Collaboration

Becoming compassionate change agents working together to make our communities better

Reflection

Practicing mindfulness and awareness to gain understanding of ourselves and others

Critical Thinking

Using an open-mind and multiple perspectives to make informed decisions

Knowledge Base

Using flexible, direct instruction and interdisciplinary projects for deep understanding of core curriculum standards to support an educated citizenry

Curriculum Design

Using YES Guiding Characteristics, teachers at YES create and direct diverse, innovative curricula in pursuit of in-depth understanding and application of concepts and competencies through personalized and project-based learning practices.

The programming is rigorous, providing the foundation for entry and success into high school programs, Montana universities and elsewhere.

YES teachers create learning experiences designed to foster deeper learning competencies in students, aiming for:

- Critical Thinking and Problem Solving
- Collaboration
- Effective Communication
- Self-Directed Learning
- Healthy Growth and Development Resulting in Self-Regulation, Resilience through Challenges, and Autonomy
- Healthy Relationships to Self and Others and Sense of Inclusion in Supportive Community
- Growth Mindset
- Proficiency and Deep Understanding and Application of Core Academic Content

Structures that Support Curriculum and Project Design for Strong Student Learning Outcomes

YES works diligently to provide examples of outstanding project-based instruction and interdisciplinary curriculum to our teachers so that all educators may achieve effective teaching practices for the greatest student-learning outcomes. Project designs are documented and shared on teachers' digital portfolios, and project work is curated publicly in YES facilities to make products and processes transparent.

To promote excellence in project design and facilitation across all Yellowstone Experiential School and with each teacher, YES places great emphasis on professional development and adult learning in support of the YES Guiding Characteristics. All new faculty participate in an intensive training/on-boarding week that includes experiential learning, workshops, project tunings, and collaboration time with experienced faculty or professionals. Teachers engage in ongoing professional development through weekly morning meeting time and dedicated staff days to inspire and support YES mission.

The YES administration prioritizes instructional coaching and spends a significant percentage of their time observing in classrooms and debriefing with teachers. YES has structures for collegial coaching, as well as official mentor-mentee partnerships for teachers undergoing orientation.

Classroom Structure and Culture/Mindset

Through small class sizes and a supportive, inclusive school community culture, all students are known well by their teachers, engage in and create meaningful work, and are challenged to develop growth mindsets as they meet high expectations at YES.

Students are encouraged to think of themselves as inquisitive, resilient, and lifelong learners, and to develop a sense of belonging in academic and real-world settings. From the early years forward, technical careers, university attendance, and application of diverse strengths and interests is part of the discourse at YES, where faculty and students demystify and discuss the college path or other successful uses of passions, skills, and purpose as an accessible, viable goal.

Assessment for Growth and Achievement

Individualized Learning Plans (ILPs) - Learning Metrics

The Yellowstone Experiential School uses Individualized Learning Plans (ILPs) as roadmaps for each student's education plan. ILPs document student learning, stakeholder observations and priorities, and social, emotional, and academic goals. ILPs are created in partnership with students, parents, and teachers and are a structure to document planned action to achieve goals and measure growth and proficiency. The intention of an individualized learning plan is to capture each student's unique learning needs and interests, strengths and opportunities for growth. Thereby, students, parents, and teachers

are clear and invested in academic and social-emotional goals with a place where proficiency and growth can be measured.

ILPs are developed during conferences prior to each learning arc and are used to revise goals and measure growth throughout the year with students, parents, and educators.

The Yellowstone Experiential School public charter begins each school year assessing students for proficiency and competency of skills. Upon teacher completion of teacher assessments and observations of academic, social-emotional, and student strengths and passion areas, teachers schedule meetings with students, parents/ guardians, and teachers to set individualized, collective goals for the quarter and entire school year.

The academic, physical, social, and competency goals are mapped out with steps and milestones to measure growth, proficiency, achievement gaps in growth and proficiency, and post-secondary readiness.

The YES proficiency scale is used in assessment to communicate and describe each student's growth and progression along a continuum of learning. All Individualized Learning Plans will reflect academic and social development proficiency, individual strengths, and areas for growth with strategies to support and deepen learning.

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
<p><i>The student demonstrates an initial understanding of concept, and competency of skill through direct instruction and modeling use of skill.</i></p> <p><i>Student works with ongoing support.</i></p>	<p><i>The student demonstrates a partial understanding of concept or competency of skill and is further exploring and practicing skill or use of concept for application in diverse, real-world applications to gain more understanding.</i></p> <p><i>Student works with some support.</i></p>	<p><i>The student demonstrates a complete understanding of concept or competency of skill and ability to supply knowledge for critical thinking, problem solving, or practical use.</i></p> <p><i>Student works independently.</i></p>	<p><i>The student demonstrates a deep understanding of concept and experienced level of skill competency for use and application in real-world application, problem solving, and goal achievement.</i></p> <p><i>Student works independently and can support the learning of others</i></p>

See Appendix B for ILP Template

5. Variances to Existing Standards

Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

YES uses the Montana Core Curriculum Standards and also integrates social developmental standards, and citizen-developed community goals.

YES measures K-8th academic and developmental growth and proficiency vs grade level proficiency for each student. We measure growth as well as K-8th proficiency because each student grows and develops differently at different rates, influenced by physical, developmental, environmental, and experiential factors. For example, students have shown the capacity to grow in academic and skills proficiency from partial to multiple grade levels per year.

Students are free to engage with the curriculum that challenges their growth and proficiency despite age, if social culture is developmentally safe and healthy.

6. Instructional Design

Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

YES Instructional Design:

Learning Environment:

- YES classrooms are typically described as learner-centered - As the emphasis on student choice for engagement and meaning as well as self-assessment to develop students' capacity for self-evaluation, helping them learn to monitor their progress and design their own learning activities.
- Students are expected to take an active role in designing and creating demonstrations of learning to showcase intended proficiency and competencies. ,
- Students are expected to work collaboratively in teams on projects, and there is a substantial focus on projects that cut across the traditional subject or disciplinary lines.
- Student learning and well-being of the individual is supported and is a basis of the curriculum.
- Learning outcomes and assessment of students are in the nature of encouragement and support.
- The aim is to provide information that will help both teachers and students to develop.
- Teachers at all levels of education are well trained and strongly committed to their work.

- All teachers are required to have a teaching certificate, real-world professional experience, and Master's degrees are encouraged.
- The teaching profession at YES is valued and supported financially and socially, encouraging excellence in teachers and also encouraging students to pursue education as a career.
- At YES, there is substantial emphasis and value to subject-specific pedagogy for prospective primary as well as upper-grade teachers.

Class Size and Structure:

The YES classroom is structured with the following goals in mind:

- developing classrooms as learning communities
- emphasizing the joy of learning
- emphasizing a collaborative atmosphere
- promoting student autonomy in student work and in school life
- Clear understanding of curriculum learning targets and goals

YES class sizes range between 8-10 students per teacher. Classes include mixed-age students for direct instruction in math, English/ language arts, phonics, music, art, humanities, and sciences. Students are grouped based on academic and developmental proficiency and readiness for curriculum level material being taught.

Generally, students are grouped for direct instruction academics as Pre-K-K, 1st-2nd; 3rd-4th; 5th-6th; 7th, and 8th. Students will be placed in groups outside of their age-determined grade level if emotionally and academically appropriate in support of the individual student's growth and development as well as with consideration of group dynamics.

Curriculum Overview:

YES provides direct and project-based instruction to reach proficiency in the Montana core curriculum standards for a pre-K-8th education; as well as additional competence areas.

The following subjects are common to all students, aligned with a K-8th Montana Core Curriculum education:

- English language arts
- foreign languages
- environmental studies
- health education
- speech and debate

- history
- social studies
- mathematics
- theater
- physics
- chemistry
- biology
- geography
- physical education
- music
- visual arts
- crafts
- life skills
- financial literacy
- entrepreneurship

The curriculum is written in a way that the many of the YES Guiding Characteristic competence objectives are linked to project learning goals. The YES Guiding Characteristics are also assessed as a part of subject assessment. So, every school subject enhances the development of the twelve competence areas within the YES Guiding Characteristics.

The emphasis of the YES project-based learning instruction is set on collaborative classroom practices. In practice this looks like multi-disciplinary, experiences and projects- and project-based studies where several teachers of different subject domains may bring students together to learn and work towards a common interdisciplinary goal.

Instructional Design and Teaching Methods:

YES teachers work in teams to create curriculum that is integrated across subjects and aligned with MT Core Curriculum Standards through three key integrations that unify YES' educational program. These integrations reflect YES' belief of how learning best occurs.

a. **Integrating Students:** YES' instructional design is rooted in its commitment to serving students from across the academic spectrum in a fully integrated environment. There is no tracking at YES -- a commitment that extends to special education. Rather than separating students on the basis of perceived ability, students work alongside peers from widely different backgrounds. Underlying this approach is a belief that heterogeneous grouping benefits students from across the academic spectrum. Rather than mis-predicting students' future trajectories on the basis of perceived academic ability, YES prepares all of its students for success in high school and admission to a four-year university.

b. **Integrating School and Community:** YES learning environment extends well beyond the walls of its classrooms to leverage educational opportunities in the community. Students investigate authentic problems and challenges in the community, conduct scientific and ethnographic research in the field, partner with adult professionals, and create products that benefit stakeholders.

c. **Integrating Hands and Minds:** Students at YES use technologies and authentic tools to engage in scientific, mathematical, literary, historical, and artistic pursuits. Both academic and technical strands are strongly in evidence at YES.

YES' Guiding Characteristics of engagement, connection, and citizenship is Project-Based Learning.

Project-Based Learning can be defined as:

- Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge
- A strategy that recognizes that relevant, meaningful learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously
- Learning where curricular outcomes can be identified up front, and outcomes of the student's learning process are neither predetermined nor fully predictable
- Learning that requires students to draw from many information sources and disciplines to solve problems
- Experiences where students learn to manage and allocate resources such as time and materials

Project-Based Learning is the key to success for a unique and diverse population of learners. Students become active participants in their learning and are required to demonstrate their learning with choice and creativity through public exhibitions, presentations, and portfolios, introducing an additional, and arguably more authentic element of accountability for quality work. This approach to common curriculum standards allows for diverse abilities and styles of learning.

WHY PROJECT-BASED LEARNING?

LEARN TO CLIMB ANY MOUNTAIN

PROJECT-BASED LEARNING

When kids learn and practice the design process, they learn to take any idea/ dream-big or small- from start to finish.



Teaching Methods and Approach

Pedagogical Approach

- The priority of growth and learning, where students own activity and interaction with the teacher, other students and the learning environment is important, is steering the schoolwork, teaching, the organization structure
- Student deals with and interprets the received information based on his / her earlier knowledge (constructive pedagogy approach)
- Consensus to educate all children together in a public school system with different focus on approach with common learning outcome goals
- An expectation that all children can achieve at high levels, regardless of family background or circumstance
- A single-minded pursuit of teaching excellence
- Collective school responsibility for learners who are struggling
- Modest financial resources that are tightly focused on the classroom
- A climate of trust between educators and the community
- Rather than assessing all students through standardized testing, teachers evaluate student performance at the classroom level using observation and curriculum tests, which evaluate students' learning proficiency and growth.

Teachers at YES

- Enjoy pedagogical autonomy in the classroom
- Are considered pedagogical experts based on extensive proven mastery of classroom management and deep curricular knowledge
- Are entrusted with considerable independence in the classroom.
- Have decision-making authority as concerns school policy and management
- Are deeply involved in drafting the local curricula within the framework of the MT core curriculum.
- Have responsibility for the choice of textbooks and teaching methods
- Are well prepared in lesson plans that are tied into learning arc essential questions and project goals
- Teachers use lesson planning templates for engagement, learning goal focus and transparency, understanding and practice of direct instruction, and understanding/ proficiency of concept

The Yellowstone Experiential School includes general guidelines and recommendations for the teaching methods and material. However, varied working methods support and direct the learning. The YES provides teacher discretion to choose working methods suitable for different ages and various learning situations and in interaction with their students.

Experimental and functional teaching methods, the engagement of different senses and the use of movement increase the experiential nature of learning and strengthen motivation.

Motivation is also strengthened by teaching methods that support self-regulation and feelings of being part of a group. Drama and other forms of artistic expression promote the students' growth into adults with self-knowledge, healthy self-esteem, and creativity who can express themselves in diverse ways and engage in constructive interaction with different people and groups.

An experimental and problem-centered teaching approach, play, use of imagination and artistic activities are used to promote conceptual and methodological competencies, critical and creative thinking, and skills in applying competencies.

The selection of teaching methods may also be used to support collaborative learning where competence and understanding are developed with others. The students are guided in acting in various roles, sharing tasks among themselves, and assuming responsibility for both personal and shared goals.

The individual and developmental differences between students is also taken into account in the selection of teaching methods. This kind of differentiation of instruction is based on the teacher's knowledge of their students' personal needs.

Diverse and appropriate use of information and communication technology expands the students' possibilities to develop their learning approaches and networking skills. This builds their capabilities for independent, interactive and critical acquisition and processing of information and its creative production. The possibilities offered by games and gameful learning are considered in the selection of teaching methods.

Learning should take place inside and outside the school. In addition, use of authentic learning materials, tools, and environment are important as these will help the students to both acquire and deepen their knowledge and skills in real and authentic situations and empower students to create new things now.

7. Students with Disabilities, ELL Students, Challenged Students, Gifted Students

Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

Plan for Students with Disabilities

As required by federal and state statutes and regulations, each special education student eligible under the Individuals with Disabilities Education Act ("IDEA") will be provided a

free appropriate public education in the least restrictive environment. To meet each student's unique needs, YES focuses on the provision of educational enhancement services such as assistive technology, in-class tutorial assistance, small group and individual instruction, and services in the general education environment rather than a more restrictive special education non-inclusive learning environment. Decisions regarding the above are the responsibility of the Individualized Education Program ("IEP") team, as formulated in a written plan and with full consent of the parent/guardian.

While YES fully supports the federal and state statute and regulatory provisions that require special education services be provided in the least restrictive environment, it is cognizant of the need to craft the delivery of such services appropriately. The delivery of special education services to YES' students shall be provided by a credentialed special education teacher, known as an Education Specialist at YES. The Education Specialist shall also serve as the case manager for each special education student and oversee the provisions of all services included within each IEP. YES shall directly employ, or independently contract with, service providers for any required element of special education support such as psychological services, speech therapy, occupational therapy, and other related services necessary for the provision of a free appropriate public education.

The primary method to identify students eligible for special education services is through the admissions and registration process, although special education status has no impact on admission to YES. Students are also eligible for special education identification and eligibility determination through a "child find" process. Instructional staff are trained in and knowledgeable of referral procedures to identify, respond, and meet the needs of students with disabilities. The YES governing board participates as a local educational agency ("LEA").

YES makes the following assurances:

- a. Free Appropriate Public Education: YES shall assure that a free appropriate public education will be provided to all enrolled students including children with disabilities who have been suspended or expelled from another district or school.
- b. Full Educational Opportunity: YES shall assure that all students with disabilities have access to the variety of educational programs and services available to nondisabled students.
- c. Child Find: YES shall assure that all students with disabilities are identified, located, and evaluated.
- d. IEP: YES shall assure that an IEP is developed, reviewed and revised for each child with a disability who is eligible for special education services.
- e. Least Restrictive Environment: YES shall assure that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Placements in the least restrictive environment shall be pursued for students with disabilities through the

utilization of supplementary aids and services in the general education learning environment.

f. Procedural Safeguards: YES shall assure that children with disabilities and their parents/guardians shall be provided with safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.

g. Annual and Triennial Assessments: YES shall assure that an IEP review shall be conducted on at least an annual basis. Additionally, a reassessment shall be conducted at least once every three years or more often if conditions warrant, or requested by the student's parent/guardian or teacher.

h. Confidentiality: YES shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure, and destruction.

i. Personnel Standards: YES shall assure that it will make good faith efforts to recruit and hire professional well- trained personnel to provide special education and related services to children with disabilities.

j. Participation in Assessments: YES shall assure that students with disabilities are included in general State and District-wide assessment programs with appropriate accommodations, when necessary.

The oversight of the special education programs at YES is provided by either the Director of Special Education, or a contracted Park County Special Education Coop, who concentrates on the area of special education service delivery and state and federal statutes and regulations.

Additionally, YES is required to demonstrate an adequate capacity to provide students in special education with a free and appropriate public education. YES develops an annual special education budget, hires necessary personnel, contracts for appropriate services as needed, and documents the qualifications and competency of site administrative staff to meet special education quality and compliance requirements. The Director of Special Education or contracted organization, is accessible to YES through personal school site visits and reviews, as well as video and telephone conferencing. All Education Specialists are engaged in collegial communities of practice and those in the induction program receive substantial mentoring. Specific and targeted staff development opportunities are also provided by YES.

Plan for English Language Learners

YES aims to ensure educational equity for English Learners ("ELs"), which means that each student receives what he/she needs to develop his/her full academic and social potential. To effectively educate ELs, YES strives to create an educational program that does three things for ELs: (i) promote the students' sociocultural integration; (ii) cultivate their language proficiency; and (iii) holistically support their academic achievement.

YES meets recommended best practice and Montana public school legal requirements for ELs by following the Montana Office of Public Instruction English Learner Guidance for Public School Districts

YES will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents/guardians.

The goal for the EL program is to develop high school -ready students who are proficient in English and to capitalize on students' multilingual and multicultural proficiencies.

In addition to the pedagogical practices that support ELs in the classroom, YES also provides additional, personalized support where appropriate. YES employs academic coaches who provide extra support to students, including ELs, within the classroom. YES education specialists, in conjunction with classroom teachers, oversee the work of the academic coaches and the progress of ELs. YES also employs an EL coordinator. EL coordinators throughout the YES organization lead professional development related to English learning, support teachers in employing strategies to support ELs, and track the progress of ELs to make sure they are showing growth. ELs need support in how English works. This instruction takes place through daily lessons in English Language Development ("ELD"). The purpose of this Designated ELD is to develop English language proficiency as rapidly and effectively as possible. Teachers will be guided by the Montana Office of Public Instruction English Learner Guide for Public Districts in planning their lessons.

Research-based strategies to provide ELs full access to the curriculum so that they understand the content include:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, and story maps
- Visuals: study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- Scaffolding text, such as anticipatory pre-reading of text
- Leveled reading material
- Teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters and leveled questions

The Common Core Standards raise the expectations for all students and will require a higher level of expertise and support for ELs. YES will use the Montana Office of Public Instruction English Learner Guide for Public Districts in tandem with the Common Core Standards. Teachers receive ongoing professional development to serve ELs in a number of ways.

ELs who meet established criteria will be reclassified. Multiple criteria will be used in determining whether to classify a pupil as proficient in English. The EL coordinator implements follow-up procedures to monitor and support Reclassified Fluent English Proficient Students ("RFEPs") as well as assure ELs show yearly progress towards meeting the criteria to become English proficient.

Plan for Academically-Challenged Students

YES will use a number of strategies to address the needs of students with a wide range of prior experience and achievement.

Small Class Sizes: YES' small class sizes and focus on Project-Based Learning allow teachers increased flexibility to spend time with students needing extra support on both projects and core skills.

Small Group Placement Flexibility: Students at YES are placed in direct-instruction learning groups based on academic proficiency and instruction needs as well as level of social development.

Staff Meetings and Protocols: Regular Friday morning staff meeting time is dedicated to Equity Protocols where teachers have the opportunity to consult with colleagues about students who are struggling and brainstorm additional strategies to support their academic growth. The Equity Protocols also invite teachers to examine critically their curriculum and instructional strategies to increase access to and engagement with learning for all students.

Academic Tutoring: Students may receive tutoring, including organization skills support, from teachers during class, lunch, before school, and after school.

Supplemental School Learning Resources: Supplemental learning materials are made available to students through text resources, as well as information technology.

Academic Coaches and Education Specialists: During the core day, academic coaches embedded in the classrooms provide additional support to students who are struggling within the classroom context. Education specialists, who train and supervise the academic coaches, also spend significant time in classrooms observing students who are struggling academically or socially and collaborate with core teachers, as well as the academic coaches, to devise support plans and strategies.

Student Support Conferences: When a student is identified to be progressing below the student's ability, a student support conference is called, where faculty and parents/guardians discuss strategies for supporting the student's learning.

After School and Summer Programs: YES offers after-school and summer school programs for students who need additional academic support, community and engagement.

Social Emotional Support Practices: Many students who struggle academically are also in need of social-emotional support. In addition to providing academic support, teachers offer social-emotional support through intentional classroom strategies, including group circles and restorative justice practices. School psychologists/ counselors, social- emotional coordinators, and/or deans develop and model these practices. School psychologists also coach teachers and consult with staff about specific students who need additional support.

Plan for Students Who Are Achieving Substantially Above Grade Level Expectations

YES does not track students. Rather, within each class, teachers challenge and support each student to aim for their personal best, employing a variety of strategies for inspiring and recognizing high ability, including, but not limited to, the following:

Small Class Sizes: YES' small class sizes and focus on Project-Based Learning allow teachers increased flexibility to spend time with students to offer enrichment opportunities on both projects and core skills.

Small Group Placement Flexibility: Students at YES are placed in direct-instruction learning groups based on academic proficiency and instruction needs as well as level of social development.

Staff Meetings and Protocols: Regular Friday morning staff meeting time is dedicated to Equity Protocols through which teachers have the opportunity to consult with colleagues about students who are high achieving and brainstorm additional strategies to support their academic growth. The Equity Protocols also invite teachers to examine critically their curriculum and instructional strategies to increase access to learning for all students.

Supplemental School Learning Resources: Supplemental learning materials are made available to students through text resources, as well as information technology.

Alternative Assignments: Alternative "challenge" assignments for reading, writing, problem solving, and inquiry are routinely offered to all students to give them the opportunity to gain a deeper understanding of course content. Any student may choose to pursue any, all, or none of these "challenge" assignments.

8. Student Discipline Policies

Describe student discipline policies, including those for special education students.

YES Student Discipline Policy

YES is guided by the premise that many or most behavior concerns are due to an unmet need for a student. YES staff focus on caring relationships with students through low-teacher to student ratios so that all students are seen, accepted and acknowledged for gifts and strengths by at least one healthy adult mentor

YES uses identification student needs to determine how to approach student behaviors. These needs may include learning disabilities, physical needs, emotional stress and anxiety; hunger, relationship stress, isolation, bullying, exhaustion, disengagement, boredom, thirst, lack of understanding of material, social pressures, lack of communication skills, lack of conflict resolution, need for connection, etc.

YES uses the following opportunities to engage students and support their academic, self regulation, and social success:

Small Class Sizes: YES' small class sizes and focus on Project-Based Learning allow teachers increased flexibility to spend time with students to offer enrichment opportunities on both projects and core skills.

Small Group Placement Flexibility: Students at YES are placed in direct-instruction learning groups based on academic proficiency and instruction needs as well as level of social development.

Staff Meetings and Protocols: Regular Friday morning staff meeting time is dedicated to Equity Protocols through which teachers have the opportunity to consult with colleagues about students who are demonstrating negative school behaviors and brainstorm additional strategies to support positive student behaviors for academic and social success.

Supplemental School Learning Resources: Supplemental learning materials are made available to students through text resources, as well as information technology.

Academic Tutoring: Students may receive tutoring, including organization skills support, from teachers during class, lunch, before school, and after school.

Alternative Assignments: Alternative “choice” assignments for reading, writing, problem solving, and inquiry are routinely offered to all students to give them the opportunity to gain a deeper understanding of course content as well as increased engagement.

Academic Coaches and Education Specialists: During the core day, academic coaches embedded in the classrooms provide additional support to students displaying negative learning behaviors because they are struggling within the classroom context. Education specialists, who train and supervise the academic coaches, also spend significant time in classrooms observing students who are struggling academically or socially and collaborate with core teachers, as well as the academic coaches, to devise support plans and strategies.

Student Suspensions and Expulsions

YES regards suspension and expulsion as a last resort. The procedures and documentation that may warrant suspension or expulsion of a student from YES for disciplinary reasons or otherwise involuntarily removed from YES for any reason will be consistent with all applicable federal and state constitutional procedural and substantive due process requirements.

1. Overview of Disciplinary Actions The purpose of disciplinary action at YES is to ensure that individual students, their parents/guardians and YES community stay focused on growth and learning and are ensured a safe educational environment. Prompt resolution of the problem or issues is expected. Discipline may include any one, a combination and/or all of the following depending on the circumstances, and at YES administration's sole discretion.

- Verbal and/or written warning to the student
- Loss of privileges or removal from extra-curricular activities
- Parent/guardian notification
- A written commitment by the student to improve their behavior and/or performance and/or to take certain affirmative actions to improve
- A meeting with the Dean of Students, Director, or some other school administrator or faculty member
- Academic Consequences
- Suspension
- Expulsion
- Denial of Re-admission
- Other forms of discipline that YES may determine appropriate

2. Suspension and Expulsion as Disciplinary Actions Criteria for suspension and expulsion of students will be consistent with all applicable federal and state statutes and constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below.

A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act

("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds students except when federal law or Montana public education policies require additional or different procedures.

The grounds for mandatory and discretionary suspension and expulsion are as follows:

1. Mandatory Suspension and Mandatory Recommendation of Expulsion. The following offenses represent grounds for mandatory suspension and mandatory recommendation for expulsion:

a. Possession, use, sale, or otherwise furnishing any firearm, explosive, or other dangerous object.

2. Discretionary Suspension and Discretionary Recommendation of Expulsion. The following offenses represent grounds that may result in suspension and/or suspension with a recommendation for expulsion:

a. Possession of, use of, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.

b. Possession of, use of, being under the influence of, offering, arranging and/or negotiating to sell and/or distribute tobacco, alcohol, drugs, other controlled substances, and/or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.

c. Possession or offering, or arranging, or negotiating to sell any drug paraphernalia

d. The causation or attempted causation of physical injury to other person(s), or self, including physical assault, sexual assault, other forms of assault, and including, but not limited to aiding or abetting in the same.

e. The threat of physical injury to self, other individual(s), and/or the school community, including, but not limited to threats of sexual assault, or schoolwide violence.

f. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel for suspension and expulsion and is accorded the same due process procedures applicable to regular educational procedures.

g. Theft, robbery, attempted theft, and/or attempted robbery of school or private property, including, but not limited to attempting to steal and/or receive stolen property, aiding or abetting in the same, and/or knowingly receiving stolen property.

h. Destruction of, attempted destruction of, damage to, and/or attempted damage to school or private property.

i. Extortion.

j. Sexual harassment.

k. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyberbullying."

l. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity, or sharing obscene videos or pictures.

- m. Violations of YES's academic policies, including, but not limited to plagiarism and/or cheating.
- n. Violations of YES's information technology ("IT") policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.
- o. Violations of YES's community standards and conduct policies as articulated throughout the Student & Parent Handbook.

A student may receive consequences for those acts listed above as committed at any time, including, but not limited to, (a) while on school grounds; (b) while going to or from school; (c) during lunch period, on or off campus; (d) during, or while going to or from, a school sponsored activity; and, (e) during non-school time and while off campus if the school determines that there is a nexus between the action taken and the school community sufficient to warrant action by the school. If a student is arrested off campus, s/he may be suspended at that time or upon return to campus.

The Yellowstone Experiential School Board of Trustees will annually review and revise, as necessary, the grounds for mandatory recommendation for expulsion and the grounds that may result in suspension or expulsion, and the procedures corresponding to student discipline. The policies and procedures are communicated through the annual publication of the YES Student & Parent Handbook.

Authority to Impose Discipline

The School Director (or their designee) may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involved authorities.

The School Director (or their designee) may consider the various disciplinary options available in any given set of circumstances, including whether or not alternatives to suspension or expulsion may be appropriate.

The School Director (or their designee) has the authority to determine whether or not to impose a suspension under this policy. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing is warranted; or, (2) Companion to setting an expulsion hearing. School Directors (or their designees) have the discretion to determine which form of suspension may be imposed.

If a student matter proceeds to an expulsion hearing, the School Director (or their designee) shall serve as the neutral hearing officer, and shall have the authority to hear the

matter and to determine whether or not to impose an expulsion. The decision of whether or not to recommend expulsion and/or expel a student remains at the sole discretion of the School Director (or their designee).

Suspensions

Suspension Pending Investigation

The School Director (or their designee) has the discretion to and may impose a suspension directly if they determine it is appropriate. If the School Director (or their designee) determines that a student is to be suspended, the School Director (or their designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice"). Academic make-up work is required during suspension. Return to school may be contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward or some other form of restorative process as the School may determine in its sole discretion.

For suspensions of fewer than ten days:

No student shall be involuntarily and permanently removed by YES for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The notice shall inform him or her of the right to initiate the above-specified procedures regarding a hearing adjudicated by a neutral officer, before the effective date of the action. If the student's parent/guardian, or educational rights holder initiates the above-specified hearing procedures, the student shall remain enrolled and shall not be removed until YES issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include above-specified suspensions or expulsions per the process described in the YES Student & Parent Handbook.

Suspension Pending Expulsion Hearing

If the School Director (or their designee) determines at the outset that an expulsion hearing is warranted, the School Director (or their designee) may impose a suspension pending an expulsion hearing. The School Director (or their designee) shall provide written notice to the student's parents and/or guardians of the suspension, the reasons for the suspension and the expulsion hearing, give notice of the expulsion hearing and provide information regarding YES's expulsion procedures ("Suspension Pending Expulsion Hearing Notice").

Discipline Review Meeting

If a student is placed on a suspension of any form, the school may call for a Discipline Review Meeting with the parents and/or guardians. During the course of the Discipline Review Meeting, the School Director (or their designee) will discuss with the parents and/or guardians the: (1) nature of the offense; (2) the information and evidence gathered to date; and, (3) next steps.

If the School Director (or their designee) determines that the school will move forward to an expulsion hearing, and the school has not yet given formal notice of an expulsion hearing, the School Director (or their designee) will provide the parents and/or guardians with a Suspension Pending Expulsion Hearing Notice.

Expulsion Hearings

If the School Director (or their designee) determines that consideration of expulsion is warranted, the School Director (or their designee) will make the recommendation to the YES Board of Trustees. The Board will hold an expulsion hearing where the Board Chairman(or their designee) shall serve as the neutral hearing officer. The student shall have the right to representation and the right to present evidence at the expulsion hearing. The Board Chairman(or their designee) in their capacity as the neutral hearing officer will consider evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and YES.

If a Board Chairman (or their designee) in their capacity as the neutral hearing officer determines that a student is to be expelled, the neutral hearing officer shall inform the student's parents and/or guardians of their determination in writing including the reasons for expulsion ("Expulsion Determination Letter"). The Board Chairman's written notification to the parents/guardians shall also include information about the appeal and due process rights in regard to the expulsion determination.

Updates to Suspension and Expulsion Procedures

In order to comply with changes in the law and to ensure a safe environment for all students, the YES Board of Trustees may revise YES' policies and procedures as necessary during the term of this charter, which are communicated through the annual publication of the Student & Parent Handbook and provided to the District during its annual site visit of YES. In the event the language in the Student & Parent Handbook is inconsistent with this charter, the Student & Parent Handbook shall control.

SCHOOL GOVERNANCE We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

9. Organizational Chart

Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.

YES will operate as an incorporated nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized for the public and educational purposes.

The activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the YES Board of Trustees. The Board may delegate the management of the corporation's activities to any person(s), management teams or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the YES Board of Trustees aligned with mission-driven outcomes.

The YES public charter will employ the following positions:

Trustees

Board of Trustees

YES Staff

School Director-

Dean of Students

Director of IT

Director of Academic Success

Director of Student Wellness

Curriculum Specialists- Teachers

Arts Specialists - Teachers

Technical Skills Specialists - Teachers

Physical and Developmental Specialists - Teachers

Education Specialists

Director of Innovation Development

Director of Arts and Technical Skills Instruction

Teacher Coaches

Director of Facilities

Critical Reading Literacy Coaches

Numeracy Literacy Coaches

Compelling Writing Coaches

Counselors

Chief Financial Officer

Accounting Staff

Director of Development
English Learner Coordinator
Human Resources Director

Student Voice and Choice Advisory Committee

Students provide input on what they want to learn, skills they want to develop, and how they learn best to inform YES culture, curriculum, and project development. Student voice and choice is critical in building authentic, ample opportunities for students to build autonomy, develop agency, and develop their identities. This lens allows YES to approach education in a way that puts the student first. The goal is to make sure all students have ample opportunities to develop intellectual agency, build autonomy, and establish their identities as capable, lifelong learners.

Content and Curriculum Advisory Committee

The Content and Curriculum Advisory Committee advises on content and curriculum - not just teaching methods. It is essential to receive teacher input to ensure their commitment to the YES mission and implementation process. Content and curriculum committee success is based on a commitment to select a balanced mix of people with different political ideologies, professions, experience, and areas of expertise.

Parent Advisory Committee to the YES Board of Trustees

Community Stakeholder Advisory Committee- Community stakeholders provide input on community projects and partnerships

10. Governing Board and Management Team

Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

The Board of Trustees of the Yellowstone Experiential School governs over and operates the LEA authorized public charter school. The YES Board has legal and fiduciary responsibility for any charter schools that it operates. The YES Board meets at least quarterly and holds its meetings pursuant to Montana statutes. The YES Board is comprised of at least seven members, in accordance with its bylaws, which are attached as Appendix C.

School Director -responsible for overseeing all aspects of the school's local operations including responsibility for ensuring that the school's instructional program features full implementation of YES Guiding Characteristics and delivers measured learning outcomes towards proficiency of the Montana core curriculum.

The School Director is responsible for hiring all site-based staff and, working in collaboration with central staff, for preparing a budget for approval by the YES Board.

YES is committed to carefully selecting a thoughtful, inspired, and talented School Director as a key position in the administrative category. The School Director must act as an effective champion of YES' design principles and will hold a commitment to realizing YES' mission and goals.

The School Director must demonstrate the skill sets necessary to work well with students, teachers, parents and guardians, and the community-at-large. The School Executive Director should understand the educational program sufficiently to support and inspire their faculty. The School Executive Director must have the skills to hire and manage staff members, manage budgets, and meet the demands of the rigorous educational program.

YES may find its School Director in a variety of ways, including within its own teacher talent pool, working with other successful academic entities, or recruiting from other organizations.

Teachers -YES is committed to hiring talented, knowledgeable, and passionate teachers as key positions impacting student success. YES does this by holding hiring fairs, working with the MT University schools of education, posting positions with other universities and education websites, recruiting from industry, and supporting new teachers through its own credentialing programs. Interviews are typically followed by a rigorous full-day review during which candidates teach a class (and are evaluated by students), have a luncheon interview with students, and interview with current teachers and administrators. Teachers among the YES charter school represent a range of experiences, including former biotech engineers, community college professors, film makers, and graphic designers.

YES recognizes that its teachers of core academic subjects must meet the MT Office of Public Instruction teacher certification requirements. YES' teachers are required to hold a class 1-3 certificate, permit, or other document equivalent to that which any public school teacher is required to hold.

However, YES believes that an interdisciplinary structure is an important component of its Project-Based Learning approach, and teachers may be called upon to teach more than one subject. In accordance with applicable law, YES may exercise flexibility with regard to those teaching non-core, non-college, high-school preparatory courses. Moreover, within the provisions of the law, YES reserves the right to recruit and hire the best qualified person to fill any of its position vacancies.

Dean of Students – works in close partnership with the School Executive Director to ensure that student safety is maintained at all times and that a culture and standard of discipline conducive to student learning is supported by all site students and parents/guardians.

IT Director – works closely with central staff to ensure that IT system’s architecture is fully implemented at the YES site level, providing the site’s students, parents/guardians, and staff full access to the array of IT services that support teaching, learning and site operations.

Site Manager – ensures that administrative, clerical, and front office functions are performed at the YES site level and works closely with the central staff to make sure that information from the site is available on a timely basis regarding compliance matters and fiscal control.

Custodian – ensuring that the facility is maintained in a manner that supports teaching and learning.

Yellowstone Experiential School Administrative Services- Services performed at the administrative level include, but are not limited to:

- YES Board Support
- Governance Support
- Strategic Planning
- Operation and Fiscal Planning
- Property/Facilities Acquisition and Financing
- Facilities Design, Renovation and Maintenance
- Payroll, Benefits
- Human Resources Support
- IT Services
- Business Services
- Lunch Program Operations
- Admissions
- Legal Support
- Administrative Services
- Charter Development
- Community Engagement
- Teacher Credentialing
- Curriculum Development Support
- Professional Development for Directors and Teachers
- Program Monitoring, Compliance, and Quality Assurance
- Special Education Services Fundraising
- Grant Generation
- Environmental Health and Safety

Other Staff Members -Other staff members who may be employed by YES include, but are not limited to, the Dean of Students and Academic Coaches for instructional support, as

well as Site Managers for non-instructional support. The expectation is that all employees will meet the specific qualifications identified for their positions.

Policy Against Discrimination

YES does not discriminate against any applicant or employee on the basis of the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

Professional Development

Professional development consists of both school-based and organization-wide learning opportunities. By design, professional development is largely contextual, integrated into teachers' day-to-day work and addressing issues that emerge therein.

Morning staff meetings are held at least once a week and afford the opportunity for regular check-ins and discussions about practice. These meetings may include discussions about exhibitions, presentations of learning, assessments, and other topics. Veteran and new teachers have the opportunity to collaborate at morning meetings.

Collegial coaching is another important part of YES' professional development process. Starting at first with observation and consultation by the School Director, colleagues, and, at times, other administrators, teachers are engaged in classroom observation and feedback.

Staff retreats and designated staff days present additional opportunities for school teaching communities to gather and engage in deeper dives on particular subjects.

11. Staffing Chart and Staffing Plan

Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

School Director

Counselor

K-5th Math Specialist

6th-8th Math Specialist

Education Specialists

Reading Coach

K-5th ELA Specialist

6th-8th ELA Specialist
6th-8th Science Specialist
6th-8th Humanities Specialist
K-5th Arts Specialist
6-8th Arts Specialist
Accountant
Facilities Manager
Administrative Staff

Part-Time Contracted Staff
IT Specialist
Professional Development Coaches
Human Resources Specialist
Legal Services

The staffing plan for the first year at YES consists of hiring staff or contractors to accomplish the goals and outcomes of the YES public charter. The top priorities are the YES Guiding Characteristics. The founding team will identify priorities and hire staff with complimentary skills and experience, within budget constraints and talent pool. We will work to hire to achieve our mission and retain quality staff with aligned fit.

12. Startup Plan

Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

The Yellowstone Experiential School public charter will commence team recruitment upon approval by the MT Board of Education. There is an initial team in place who will carry out the following start up plan.

January, 2024

Team Recruitment: Emily Post- current ERS Executive Director; Founding YES Board of Trustees, will recruit an administrative team and begin advertising for staffing positions including additional members of the administrative team, teachers, and all other staff. File incorporating documents for the Yellowstone Experiential School at state and federal level. Campus acquisition committee established and members recruited to secure additional campus space.

Administrative staff will begin outreach about YES public community school charter to educate parents, community members, and stakeholders on the newly established public alternative educational approach to MT Core Curriculum academic proficiency. This team will advertise the enrollment process to begin February 15th and end April 15th. Advertisements for teachers and staff positions will be posted and advertised. Student Handbook approved. Board begins the budget process.

February 2024

Student enrollment opens, hiring process continues.

March 2024

Teacher professional development training/ orientation planning for YES charter implementation and curriculum planning. Content and Curriculum Advisory Committee established and member recruitment to commence. Members will include teachers and community members.

April 2024

Additional YES campus location(s) secured.

Teacher contracts signed.

May 2024

Student admissions announced. Parents notified. Enrollment documents collected.

Contracts signed.

June 2024

Supplies ordered. Insurance secured.

Contracts signed.

July 2024

Final enrollment documents and records requests recorded. Budget approved.

13. Recruiting & Developing Leadership and Staff

Describe the plans for recruiting and developing school leadership and staff.

The role a school and its teachers play in a child's life is undeniable. Both influence how children understand the world they live in, their place in that world, and their perceptions of future possibilities.

The intentional recruitment, selection, and development of YES school leadership and staff is the most critical strategy to deliver high student growth and healthy school culture.

The Yellowstone Experiential School strives to hire leadership, teachers, and staff with diverse backgrounds, competencies, effective teaching strategies, mastery of and passion for subject area, growth mindset, those from racially, ethnically, and linguistically diverse backgrounds.

Students attending schools with these characteristics are more likely to:

- develop positive identities,

- develop cultural competencies that can combat stereotypes, reduce unconscious biases, and
- develop greater social cohesion.

Additionally, students of color who have teachers of color are also less likely to experience exclusionary discipline practices and are more likely to improve their academic performance and graduate high school. Increasing teacher diversity is thus an effective strategy for creating more equitable learning environments and outcomes for all students.

In our increasingly diverse society, representation matters. Research shows that **all students benefit** from having a diverse group of teachers that come from a variety of backgrounds as they prepare to enter an increasingly global society.

Hiring Process

To hire the right team, YES aims to begin the hiring process early; consistently implementing multiple steps in the selection process; and tracking application and hiring data, and differentiating essential candidate criteria for important subgroups of teachers.

YES uses the following Recruitment and Selection Process

Define The Ideal Teacher: Develop position description based on YES' mission, culture, and performance expectations to articulate candidate characteristics and experience likely to be successful at YES.

Build a Recruitment Pipeline: YES founding staff will engage in a variety of traditional and non- traditional recruitment strategies and then prioritize for future recruitment based on where we find most effective teachers.

Invest in Hiring Throughout the Year: YES will cultivate candidates early and hire by the spring to bring in the strongest candidates.

Establish a Hiring Process: YES will specify the hiring process steps, who is responsible, and what we are looking for each prospective teaching position.

Use the Hiring Process to Set Expectations: YES will communicate what is exciting and challenging about working at our school to educate and prepare a candidate's understanding of the school's core mission and culture, and unsuitable candidates self-select out of the process.

Assign Dedicated Staff to Hiring: YES will centralize hiring tasks to a hiring team to focus on selection while allowing school leaders and teachers to engage strategically.

Learn From Experience: YES will track success of recruitment strategies and revisit the process annually.

YES hiring team will advertise for teaching positions in the following platforms/ outlets:

- Referrals, potentially with a bonus
- Emails/Letters
- College Campus Recruitment and Alumni Listservs
- Career Fairs
- Publicity
- Radio/TV Ads
- Flyers/Brochures/Postcards
- Community Organization Outreach
- Print Ads
- Billboards
- Transit Ads
- Internet sites

The founding administrative and teaching staff will follow the following recruitment process for additional staff.

1. Select Critical Competencies

Competency	Profile
Motivates/ Inspires/ Engages Students	Believes teacher is responsible for motivating students Believes teacher is responsible for classroom culture Seeks to understand individual students' motivators
Effective Instruction	Maximizes instructional time Seeks to understand individual students' motivators, interests, and passions
Content Knowledge	Demonstrates mastery of subject matter

	Finds multiple ways to engage students in content and approach content for understanding and application.
Mission Alignment/ Fit	Believes in alternative learning models for kids, Believes deeply in engagement through connection and community as well as meaningful, real-world projects as learning opportunities.
Peer Collaboration	Enjoys and values working with peers as a team to enrich interdisciplinary student learning opportunities.
Family Engagement	Engages families with proactive, constructive feedback in support of student learning journeys.
Mindset	Believes all students can learn, Finds gifts, value and connection with all students

2. Choose selection activities that help candidates demonstrate competencies

Resume Review/ Application Essay(s)
 Phone Interview/ Personal Interview
 Writing Sample/ Teaching Sample / Demo Lesson
 Classroom Observation Group Discussion Open House
 Student Data Review

3. Develop Indicators to Evaluate Competencies of Each Candidate

Develop Indicators that show what each competency should look like within a particular selection activity.

Candidate Review Timeline with Owners of Selection Team identified for each step.

Activity	Time Required	Days Elapsed	Owner Model 1	Owner Model 2
Candidate reaches out (with or without resume)	0	0	Teacher	Admin Staff

Send candidate a thank-you note with application prompts	3	2	Teacher	Admin Staff
Prescreen and tier candidate	20	4	Teacher	Admin Staff
Send next-step communication to schedule phone interview	3	4	Teacher	Admin Staff
Send confirmation message to candidates not advancing	1	4	Teacher	Admin Staff
Phone interview conducted	30	7	Teacher	Admin Staff
Phone interview scored and noted	20	7	Teacher	Admin Staff
Referral of candidate to school leader				Admin Staff
Candidate contacted for school site interview or is rejected	3	9	Teacher	Teacher
Set up the demo lesson content and logistics for candidate	30	9	Education Specialist	Education Specialist
Candidate takes school tour	30	12	Education Specialist	Education Specialist
Candidate delivers sample lesson	30	12	School Director	School Director
School-site interview is conducted	45	12	School Director	School Director
Interview is evaluated	20	12	School Director	School Director
Candidate is rejected or offered position	4	14	School Director	School Director
Accepted Candidate is Connected by a teacher buddy	5	18	Teacher	Teacher

Candidate Assessment Template

Selection Activities					
Competencies	Resume	Essay	Phone	Teaching Sample	Interview
Motivates Students		X	X	X	X

Effective Instruction		X		X		
Content Knowledge	X		X	X		
Responsive to Feedback					X	
Mission Alignment/Fit		X				
Who can best manage each stage?	Teacher A	Teacher A	Dept Head B	School Leader	School Leader	
Activity	Competency	Prompt		Indicator	Scoring	
Resume	Content Knowledge			Previous demonstrated success teaching this content area.	1,2,3,4	
Resume	Content Knowledge			Undergraduate or graduate coursework/degree in content area.	1,2,3,5	
Essay 1	Motivates Students	A) Please describe a disengaged group of students you have worked with. How did their lack of engagement look and sound in your class? (100 words) B) Please identify three factors that contributed to the students' level of motivation in the group you described in Part A. Label your		Describes student actions that show lack of motivation.	Yes/No	
Essay 1	Motivates Students			Students behaviors are seen as results of inputs (rather than labels or attributes)	Yes/No	
Essay 1	Motivates Students			Teacher identifies at least one cause that can be impacted through instructional interventions	Yes/No	

Essay 1	Motivates Students	response as follows and use no more than one sentence (50 words) for each factor. Factor 1: Factor 2: Factor 3: C) Describe the actions you took in response to any of the factors you listed in Part B which you felt you could control. (200 words)	Motivators for student behaviors in Part A are investigated and diagnosed	Yes/No	
Essay 2	Effective Instruction	A) Secondary/Departmentalized Classroom Teachers: Describe what students are doing from the moment they enter your classroom through the first twelve minutes of your class period. Please indicate the time spent on each activity. Be sure to include what you are doing as appropriate. (If you do not have formal experience as the lead teacher in a classroom, please answer these questions by focusing on the first 12 minutes of one of your recent lessons). (250 words)	There is an objective for the day's lesson shared with students	Yes/No	
Essay 2	Effective Instruction		Do Now activities make connections between student experiences and the lesson's objective OR to re-teach material	Yes/No	
Essay 2	Effective Instruction	B) Elementary/Self-contained Teachers: Please describe what	Students are self-directed when they enter the room	Yes/No	

Essay 2	Effective Instruction	students are doing from the moment you begin to transition into your first block of the day (math or literacy) through the first ten minutes of that instructional block. Please indicate the number of minutes spent on each activity. Be sure to include what you are doing as appropriate. (If you do not have formal experience as the lead teacher in a classroom, please answer these questions by focusing on the first 10 minutes of one of your recent lessons). (250 words)	Time for each activity is pre-planned before the start of the activity.	Yes/No	
Essay 3	Effective Instruction	We are interested in learning about the goals you set for your students and how you track your students' learning.	Establishes a clear baseline based on prior test data or teacher administered pre-test	Yes/No	
Essay 3	Content Knowledge	A) Briefly describe the variation in performance levels within one of your classes at the beginning of the 2009-2010 school year (or during the most recent school year in which you taught). Please start with the grade level and subject. (100 words)	Starting point is assessed by standard or skill set (not just innate quality like "intelligent")	Yes/No	
Essay 3	Effective Instruction		Pre-test is designed to assess specific skills or standards of the course - OR -	Yes/No	

Essay 3	Effective Instruction	B) How did you know? (100 words) C) What goals did you set for your students in the class you described in Part A? (75 words)	End-of-course data from previous course is analyzed by skill or standard	Yes/No	
Phone Interview	Effective Instruction	How many of your students are on track to meet the goals you described in Essay 3 of your application? Tell me about a student who did not meet your goals last year.	Knows the progress of students towards goals.	1,2,3,4	
Phone Interview	Motivates Students		Tries multiple strategies to engage reluctant learners.	1,2,3,4	
Phone Interview	Content Knowledge	What skill or standard are you currently teaching? Describe a lesson aligned to that standard?	Can name standards, knows where students struggle	1,2,3,4	
Phone Interview	Effective Instruction	How will you assess the standard you just mentioned?	Has specific assessment in mind	1,2,3,4	
Teaching Sample	Effective Instruction		Builds in checks for understanding	1,2,3,4	
Teaching Sample	Content Knowledge		Selects content appropriate for age and grade	1,2,3,4	
Teaching Sample	Motivates Students		Provides a hook that engages students in content.	1,2,3,4	
In Person Interview	Responsive to Feedback	Interviewer gives specific critical feedback on lesson sample	Asks questions to get detail on feedback.	1,2,3,4	
In Person Interview	Responsive to Feedback		Takes notes on feedback	1,2,3,4	
In Person Interview					

In Person Interview						
In Person Interview						

14. Leadership & Teacher Employment Policies

Describe the proposed leadership and teacher employment policies, including performance evaluation plans.

See Appendix D YES Employee Handbook for additional Leadership and Employment Policies.

YES employees have the same rights and privileges as other public school employees except as otherwise provided in [sections 1 through 14 HB549

Teachers and other school personnel, as well as governing board members, are subject to criminal history record checks and fingerprinting requirements.

YES public charter school employees are not be required to be members of any existing collective bargaining agreement between a school district and its employees. However, YES may not interfere with laws and other applicable rules protecting the rights of employees to organize and to be free from discrimination.

15. Governing Bylaws

State the proposed governing bylaws.

Amended bylaws provided in Appendix C

16. Partnerships or Relationships

Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.

Central to the mission of the YES public charter is association with Educatio Rad School, 501c3.

The Yellowstone Experiential School is modeled on Educatio Rad School, ERS, an existing, 501c3 independent school in Livingston, Montana. ERS was established to serve previously unsuccessful students in an engaging, alternative learning environment. Established in 2019, ERS was developed with a team of local, national, and international consultants

experienced in best practice, project-based learning education, and strong social-emotional growth outcomes. Educatio follows long-established public charter and private schools including:

High Tech High- a 20+ year project-based learning charter
BrightWorks - a 20+ year project-based learning private school
XQ Institute - an innovative high school

ERS will provide document templates, structures, training, and protocols developed over the last 4 years, specifically developed for Park County teachers and students. ERS will also provide additional fundraising capacity for community projects. For example, ERS will provide grant writing and fundraising for student entrepreneurship and community projects to demonstrate learning and provide meaningful work.

ERS also provides after school and summer programming in alignment of YES guiding principles and core values of hands-on meaningful learning and engagement through connection with healthy adult role models.

See Appendix X: ERS 2023 Annual Report

The YES public charter will partner with a contractual relationship with the existing Park County Special Education Co-op to provide IEP assessments, evaluations and services.

17. Calendar & Daily Schedule

Provide the proposed calendar and sample daily schedule.

See Appendix F for proposed 2024/25 YES public charter calendar.

The daily schedule is 8:30-9 am YES students/ staff check in circle to connect, go over schedule:

1. **Direct Instruction Rotations: 9-10am; 10-11am; 11am-12pm 1-2pm;** Math/ ELA-phonics/ arts/ sciences/ humanities rotations with integrated sciences and humanities curriculum.
2. **Lunch hour 12-1** for outdoor play, reading, personal and social time.
3. **Project-based learning instruction and programming 2-4pm,** languages, music, artist in residence, community expert/ craftsperson direct instruction and making.

BUSINESS OPERATIONS We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

18. Transportation, Food, & Operations and Ancillary Services

Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

The YES public charter plans to purchase 15-person passenger vans to provide transportation for students and staff for field studies and equitable transportation to and from school. Purchases will be aligned with all state of Montana procurement requirements. YES public charter also plans to coordinate with the Livingston and Park County public schools to contract transportation to and from school for students within the bus routes if capacity is available.

The YES public charter will contract with a food service professional to provide a hot lunch program to all students that meets all state dietary requirements for children. Lunches will include all components and quantities required by USDA/CACFP guidelines.

19. Co-curriculars and Extracurriculars

Describe co curricular and extracurricular programs and how the programs will be funded and delivered.

Educatio Rad School provides after school and summer programs that complement and support the YES learning goals and outcomes. ERS provides project-based learning programming in the downtown location, which includes a maker-space, gallery retail space, technology, and artist studio space.

ERS currently offers the following after school and summer programming: engineering, coding, woodworking, entrepreneurship, sewing / fashion design, sculpture, jewelry making, and printmaking..

Staffing consists of professional engineers, designers, artists, and woodworkers who are trained to teach science, technology, engineering and math curriculum. Titles include: Licensed Engineer to lead the coding and engineering club, Woodworker/ Sculptor to lead the woodworking and sculpture programming; Clothing Designer/ Entrepreneur to lead clothing design and making. Each staff person has a bachelor's degree and/or masters degree and has gone through professional development with our school for teaching curriculum, assessment, healthy language, and modeling.

This program is paid for through state grants and is also funded through individual contributions, foundation grants, and sponsorship from local businesses.

The program offers an applied approach to academic, technical, and social emotional skills and knowledge.

Co-curricular programs at Educatio Rad School are designed to enhance the formal curriculum by providing students with opportunities to apply their learning in practical and hands-on contexts. These programs cover a diverse range of technical skills, trades, crafts, and development services. They are inclusive and open to students from all educational backgrounds, including those from public, home-schooling, and private settings.

Examples of co-curricular programs at Educatio Rad School may include:

Technical Skill Development: Students have access to specialized workshops and courses focused on technical skills relevant to various industries. These programs may cover areas such as coding, digital design, electronics, and more.

Craftsmanship and Trades Training: We offer hands-on training in traditional trades and craftsmanship. Students have the opportunity to learn skills such as woodworking, metalworking, textile arts, and other crafts.

Development Services Projects: Through collaborative projects, students apply their skills to provide development services to the community. This may include web development, app creation, graphic design, and other digital services.

Gallery Space and Art Showcase: Educatio Rad School proudly provides a dedicated gallery space where youth can display their artwork alongside professional artists. This platform empowers young artists to share their creativity with the community and gain valuable exposure.

Examples of extracurricular programs at Educatio Rad School may include:

Community Enrichment Projects: Students engage in community-focused projects that address local needs and contribute positively to the community. This may include initiatives related to environmental conservation, community development, and more.

Artistic Expression and Creative Workshops: We encourage students to explore their creativity through various artistic mediums. Workshops and projects in visual arts, performing arts, and natural dying techniques are offered.

Entrepreneurship and Innovation Initiatives: Students have the opportunity to participate in programs that foster entrepreneurial thinking and innovation. This may include incubator projects, start-up challenges, and business development workshops.

Friday Art Walk Participation: We actively encourage youth to participate in Friday art walks, providing them with a platform to engage with the public about their artwork. This invaluable experience enhances their communication skills and fosters a sense of pride in their creative achievements.

At Educatio Rad School, our co-curricular and extracurricular programs, funded through a diverse and inclusive model, are delivered in an environment that prioritizes collaboration, flexibility, and individualized learning. This approach ensures that students have access to enriching educational experiences that prepare them for success in their chosen fields.

Grants and Sponsorships: We actively seek grants from government agencies, foundations, and private organizations that support educational initiatives. Additionally, partnerships with local businesses and community stakeholders will provide sponsorships for specific programs.

Community Fundraising Events: To engage the local community, we organize events like art exhibitions, craft fairs, and workshops. These events not only provide valuable support but also foster a sense of community involvement.

Tuition and Program Fees: While most programs are offered free of charge, nominal fees for specialized workshops may apply. These fees contribute to sustaining and expanding program offerings, ensuring their continuity.

In-Kind Donations and Volunteer Support: We actively seek in-kind donations of materials, tools, and equipment from local businesses and individuals. Additionally, volunteer contributions from community members with expertise in various fields will supplement program delivery.

Delivery of Programs:

We have developed a flexible and inclusive delivery strategy to meet the diverse interests and learning needs of our students:

Qualified Instructors and Facilitators: Our programs are led by experienced educators,

industry professionals, and skilled facilitators. Their expertise and real-world experience enrich the learning environment.

Flexible Scheduling and Accessibility: Programs at Educatio Rad School accommodate various schedules, including evening and weekend sessions. This ensures accessibility for all students, regardless of their educational commitments.

Collaborative Learning Environment: Students work together on projects, share ideas, and learn from one another in a collaborative setting. This approach fosters teamwork, creativity, and a strong sense of community among participants.

Individualized Learning Paths: Recognizing each student's unique strengths and interests, we provide opportunities for customization. This allows students to pursue areas aligned with their passions and career aspirations.

Continuous Evaluation and Improvement: We implement a feedback loop to assess program effectiveness and make necessary adjustments. This iterative process ensures that programs remain relevant, engaging, and aligned with the evolving needs of our student body.

20. Financial Plan & Policies

Describe the proposed financial plan and policies, including financial controls and audit requirements.

The Yellowstone Experiential School public charter will follow the HB 549 legislative requirements for public charter schools for financial plan, policies and financial controls, and audit requirements. YES will employ accounting staff experienced and or trained in Montana state public school accounting. The Montana Office of Public Instruction School Accounting Manual will be referenced for guidance and direction on best practices.

Audit Requirements

YES will contract with an independent auditor with experience in education finance, from the Certified Public Accountants Directory published by the State Controller's Office, for an annual financial audit that will be conducted pursuant to GASB STATEMENT No. 84 or other current MT OPI audit requirements.

21. Insurance

Describe the insurance coverage that will be obtained.

The following policies will be obtained for the Yellowstoned Experiential School: General liability, professional liability, workers compensation, and directors and officers liability policies will be secured. Policies will have \$1,000,000 limits.

Policy examples included in Appendix G

22. Budgets

Describe the startup and five-year budgets with clearly stated assumptions.

The startup and five-year budgets are based on MCA Title 20, Chapter 9, Part 3 funding allocations.

Revenues are based on 70 E2 students and 20 M2 students enrolled. Revenues are increased by 3% each year based on MCA Title 20, Chapter 9 increases between FY 22 & FY23. Additional assumptions made include 9 certified teachers, no data for American Indian enrollment, FY23 Title I funding allocations for ERS in FY23.

We used FY2023 ERS Profit and Loss statement expenditures to make the FY24 expenditure assumptions. We increased expenditures by 3% each year, with the exception of the transportation line item. Vans are purchased in FY24-27.

See APPENDIX H for 5 yr budgets w clearly stated assumptions

23. Cash Flow

Describe the startup and first year cash flow projections with clearly stated assumptions.

Based on estimated FY24 funding allocations through MCA Title 20, Chapter 9, Part 3, first year revenues include \$1,248,000. Expenses, based on founding school's FY23 expenditures, extrapolated for increased enrollment and occupation and transportation costs increases. Estimated first year expenditures include \$1,207,000, resulting in a contingency of \$40,677.

Assumptions include using estimated costs from ERS FY23 expenditures for occupancy, food program, etc.

See APPENDIX H for 5 yr budgets w clearly stated assumptions

24. Fundraising

Describe anticipated fundraising contributions and evidence, if applicable.

The projected 5-year Budget fundraising contribution projections are based on FY23 grants and individual donations revenue directed to Educatio Rad School.

There are several community foundations that support youth programming and suicide prevention.

We anticipate raising grant funds and individual donations for additional maker space equipment, in-kind community service hours from experts and professionals working in partnership with YES teachers to provide community learning opportunities. Business sponsorships may support student exposes, community project budgets, and student experiential learning excursions, as experienced for ERS years 2020-2023.

ERS has an extensive grant list and foundation/ funder relationships that will benefit the Yellowstone Experiential School fundraising efforts.

25. Facilities Plan

Describe the facilities plan, including backup or contingency plans.

YES students will use existing ERS facilities. ERS operates a downtown space that will become one of the YES campuses, specifically a business/ entrepreneurial and /innovation campus where students use an art/ studio, STEAM(science, technology, engineering, arts, and math) labs, and a maker space with tools, science, engineering, and art materials. This downtown retail space enables students and teachers to engage in commerce and education with the community.

ERS also contracts with the local Girl Scouts troop to lease their facilities and outdoor space for learning space. YES will use these existing facilities for the first year to accommodate up to 60 students, unless a more suitable location is secured.

To provide additional classroom space, YES will secure an additional facility for direction instruction learning. Our top priority for additional classroom space and school campus is an existing public school building, Washington School, closed last year due to low enrollment. This unused school space provides a gymnasium, playground, classrooms, kitchen, bathrooms, and offices. This location of a public school would provide one public school on our northside of the community. Parents with siblings attending YES would enjoy one drop-off location for their children for their K-8th educational journey. According to Section 13. Of HB 549 Public charter school access to district facilities and land. (1) A public

charter school district has a right of first refusal to purchase or lease at or below fair market value a closed public school facility or property or an unused portion of a public school facility or property within the located school district.

Within five years, YES will expand the educational campus to include classroom space, a maker space, and agriculture and open space to create a school campus where students can learn in direct instruction, use expanded technical equipment, and have access to native landscapes and agricultural space giving students the ability to grow food and learn restoration and sustainable agricultural practices. At this campus, YES teachers and students will grow food, learn about native species, permaculture, food gathering, and study nature to rewild and restore native habitats. This campus with real-world learning opportunities allows teachers and experts to teach kids to live with wildlife and will plant thickets and maintain other wild places alongside garden spaces and near school structures to encourage local wildlife diversity and habitat complexity. This is a living laboratory to develop and practice management practices.

Students need consistent access to natural outdoor spaces to explore, play and grow. Time spent during childhood in wild places, develops love and connection to our natural world and develops a child's sense of self and relationships with others. Students should be given the most beautiful places to learn and grow which reflect the value we place in them. Students need to feel empowered and autonomous to practice following their curiosities through play in the outdoors- this will support their trajectories as lifelong learners, critical thinkers, and stewards connected to the places they love.

This expansion of the school campus for ecological and agricultural learning will give our educational programming the facilities to model best practices in project-based learning that also develops student character, healthy relationships to self and others, and engagement with the community and local environment.

COMMUNITY SUPPORT AND NEED We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

26. Community Support

Describe the specific evidence of significant community support.

The YES public charter is emerging out of an existing independent school, Educatio Rad School. ERS was established to create a meaningful, joyful, hands-on learning approach to

MT core curriculum standards to students in Park County. A key aspect of the ERS mission was equal access or accessibility for all students despite ability to pay.

ERS board and administration established as an independent school with the intention to apply for charter status to become a public option.

According to the October 20th, 2023 Park County Rural Schools Superintendent's Office data, approximately 20% of students reporting enrollment in Park County are opting out of public school. This includes students who are home schooling or attending private schools. Last year, the Livingston Public School District made the decision to close an elementary school due to declining enrollment and to combine students and teachers in another existing school. Staff layoffs, art program cuts, and reorganization followed.

There has been a shortage of teachers across all rural public schools and the Livingston Public School District.

Community support for a public charter in Park County includes homeschool families who can't afford private school but who are looking for an alternative approach to academic proficiency and student engagement and choice. Parents of students who need an alternative and believe in public education support charters. Teachers looking for more autonomy and a healthy work culture and collaboration opportunities a YES public charter.

Parents of existing and former ERS students would like a well-resourced hands-on option that is a public option. Many families struggle to pay tuition but continue to send students due to the desired mindset, growth, and well-being of their student.

See letters of support in Appendix I.

27. Parent Involvement

Describe the opportunities and expectations for parent involvement.

YES secures parental involvement, participation, and input in a variety of ways. For example, the School Executive Director meets formally with parents and guardians at least twice a year regarding Title I spending, YES learning goals and project plans, and MT OPI state laws and compliance. Meeting agendas cover subjects including review and analysis of learning outcome results as well as budget development, as it pertains to Title I funds and state and federal funding.

YES features active parental involvement, as parent involvement is a key factor in student academic achievement. YES has a Parent Association. Activities that the parent association may undertake includes, but is not limited to:

1. Communicating Board meeting agendas and meeting attendance opportunities
2. Creating and distributing a Parent Association Newsletter
3. Sending Parent Association announcements via email and/or other means
4. Meeting regularly and serving as a liaison to other stakeholder groups such as YES's administrators, associated student body groups, and others
5. Sponsoring/supporting community-building activities, such as orientations, school photos, socials, special fundraising events, and community-service activities
6. Supporting classrooms directly, such as Room/Team Parent coordination, teacher wish lists, and chaperoning
7. Coordinating school-wide fundraising, such as book fairs, and other fundraising partnerships with local businesses.

YES engages with stakeholders through family meetings, student and family surveys, and staff professional development each school year. YES begins dialogue regarding learning outcomes and tenets in the fall with a series of family meetings YES goals for that year. The process culminates in a winter/spring meeting where budgets and goals for the YES are discussed. Families are invited to attend these meetings through email, weekly newsletters, and phone calls made by the family outreach coordinator.

Additional input will be gathered from various stakeholders including parents, students, and staff during multiple meetings with YES school directors.

The issues raised in those contexts will help drive the development of the year's goals. Student voice surveys, focus groups, and individual conversations with students are essential to design and develop student experience and curriculum that meet student needs. An additional source of family feedback will be provided by the YES family survey. The survey is another way to engage families about their experience at YES and develop ideas or specific action plans to better support students moving forward.

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION
We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

1. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school.

August 26th, 2021 Emily Post emailed Lynne Scalia, former Livingston Superintendent, to follow up about a meeting Lynne called to invite Educatio Students to participate in online classes. At the meeting Emily proposed that a partnership between the district and Educatio could benefit students to have a hands-on component to the online programming. Lynne forwarded the email and no follow-up from the district was ever received.

August 23rd, 2022 Emily Post emailed Todd Wester, Livingston Middle School Principal, regarding how Educatio students could enroll in district extracurriculars. Todd responded.

July 21, 2023 Emily Post reached out to Todd Wester to schedule a meeting to discuss your elective schedule so that we can be flexible and supportive of accommodating your resources and schedule. Todd responded that he was available to meet. Emily responded several times to schedule a date. Todd Wester did not respond. No meeting was scheduled.

April 4th, 2023 Emily Post emailed Lynne Scalia to inquire about the closed Washington School space. Lynne Scalia responded that there was a process to follow. April 7th, 2023 Emily Post followed up in the email string that she would like to talk to Lynne about partnership for programming with the district. Lynne declined a meeting and stated that Emily should meet with Chad Johnson, incoming superintendent.

May 22, 2023 Emily Post emailed Signe Lahren, Livingston School Board Chair, outlining a proposal on how to partner. Signe scheduled a tentative meeting in mid-June 2023. Her final follow up was in July where she stated that it wasn't a good time to discuss due to many internal issues.

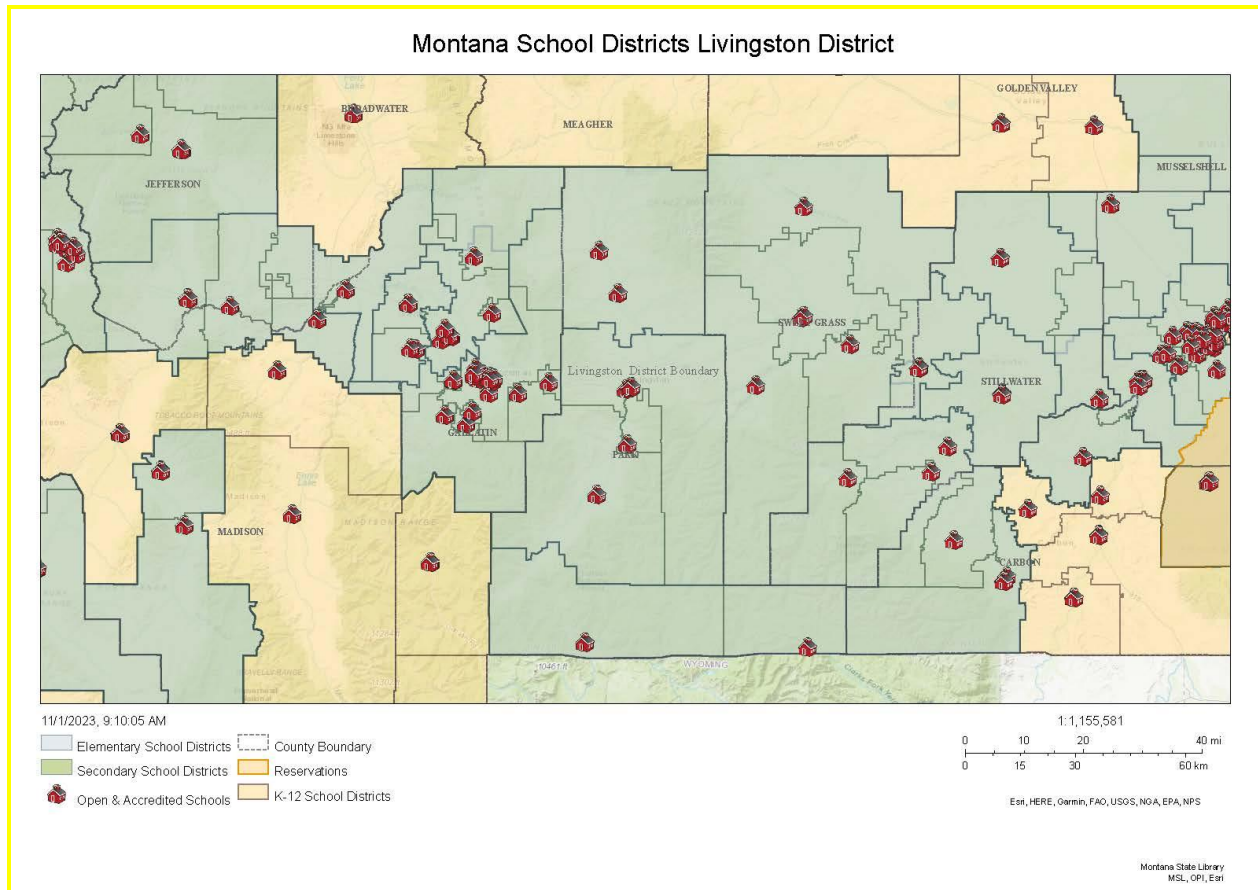
July 7, 2023 Emily Post emailed new county superintendent to propose a partnership. Either a contracted relationship to provide applied learning programming to students or to propose a charter school.

Chad Johnson and Emily Post met at Educatio, July 2st. Chad provided comments in acknowledgement of his experience as superintendent in another district in Montana that kids attended many programs for K-8th but they all came back to the public high school, that they were all district kids. Chad said this was not a good year to start the conversation and they agreed to follow up in August. No second meeting followed.

2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education.

See Appendix J for email correspondence regarding above stated attempts to partner with the Livingston Public School District:

3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed.



4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team.

Initial Governing Board

Maggie Stein received her BA and JD from the University of Colorado-Boulder. She was admitted to the State Bar of Montana in 2005 and has been practicing commercial law in Montana for 18 years focusing primarily on complex bankruptcy, farm and ranch transactions, and general commercial litigation. For the last year, she has practiced primarily as in-house counsel for a regional ranch broker.

Maggie is committed to serving her community and profession. She has served as chair of the Montana State Bar Bankruptcy Section and as the chair of the board of the Shields Valley School District. She is currently on the board of Rural Resilience, a local non-profit

that works to connect rural students, families, and community members to behavioral and mental health resources.

In her free time, Maggie enjoys spending time with her husband and sons, gardening, camping, and enjoying all Montana has to offer.

Christy May, LCSW, LAC is a psychotherapist and addictions counselor. She has experience working as a home educator for Parents as Teachers (prenatal-5 yrs) and has worked with families with adolescents through juvenile probation. She has also taught various art and PE classes as a substitute teacher in her children's school.

Her own 4 children had an eclectic academic experience--including homeschooling, overseas international school, private and public schools. She lived in Livingston for 20 years and is excited to be a part of what the school offers her "home" community. She believes that educating our children is the MOST important job and is married to a teacher!

Kathryn Socie-Dunning is a professional science communicator who has been telling the stories of innovative science-based solutions to the world's most pressing problems for over a decade. She works with non-profit organizations across multiple sectors to support them in accomplishing positive change in the world. Prior to this, she served as the Director of Communications for the Wildlife Conservation Society's Climate Adaptation Fund, a grant-making program made possible with the support of the Doris Duke Charitable Foundation. Here, she shared the actions conservation practitioners are taking to help species and habitats adapt to the uncertainties of climate change. In addition to keeping her creative storytelling skills sharp, she has been writing successful grant proposals for nearly 20 years and has a knack for strategy planning, stretching limited-budgets and getting the most out of every action taken.

Allison Vicenzi is a designer, entrepreneur, and community organizer based in Livingston, Montana. She launched a circular clothing company in 2016 in NYC and continues to experiment in this field to find sustainable design solutions for the fashion industry. She previously ran the Education divisions for two leading 3D printing companies, and continues to work with schools creating design thinking and innovation programs to help bring students' ideas to life.

Her interests in sewing and textile upcycling led her to train with ISAIC (Industrial Sewing and Innovation Center, sponsored by Carhartt) in Detroit and go on to teach sewing and repair skills to all ages in Livingston as Artist in Residence at Educatio. Allison graduated from Notre Dame College and currently serves on the Urban Renewal District Board in Livingston.

Wendy Brodhead grew up in the countryside of Kansas City. She worked in Alaska as a sea kayaking guide before settling down with an amazing husband and two off-the-hook sharp,

courageous, and joyful boys. Wendy is a fine artist and owner operator of Filana Beeswax Crayons. Wendy graduated from the University of Kansas with a fine arts degree.

Kenna StormoGibson has twelve years of experience teaching in both elementary and high schools, in alternative and traditional public school models. Kenna holds degrees from Brown University and currently works in policy development for the state of Hawaii.

Amy Brummit has vast international and applied learning experience as well as local teaching experience in local public school districts. Amy currently works as a Lead Logistics Specialist organizing educational expeditions in support of the National Science Foundation mission. She has worked as a teacher/ librarian in the Bozeman public schools, as a National Geographic Certified Field Educator in Alaska, and more. Amy is currently on the board of the Blue Slipper Theater, a local community theater and hopes to bring theater collaboration to YES students!

Staff

Proposed YES School Leadership

We have a highly qualified and experienced local educators and administrators identified who is interested in YES positions. The candidates prefer to remain anonymous until the public charter is approved.

Emily Post is the founder and Executive Director of Educatio Rad School from 2019 to the present. Resume included in APPENDIX K

Yellowstone Experiential School Charter Application Appendices

APPENDIX A: October 2023 Park County Student Enrollment

FY 2023-2024 Park County School Fall Enrollment

School Name:	Pre K	K	1	2	3	4	5	6	7	8	Elem. Total	9	10	11	12	H.S. Total	District Total
Arrowhead		17	12	11	11	12	5	3	5	2	78						78
Cooke City	0	1	0	0	1	1	0	2	0		5						5
Gardiner	0	9	7	10	10	7	8	11	12	15	89	10	15	15	8	48	137
Livingston:																	
East Side	0				67	86	94				247						
Winans	0	120	80	96							296						
S.G.M.S.								76	92	100	268						
Park H.S.												132	99	96	111	327	1138
Pine Creek	0	2	5	4	4	6	4	4	5	3	37						37
Shields Valley	0	17	13	21	15	16	15	14	18	12	141	17	16	15	11	59	200
Total:	0	166	117	142	108	128	126	110	132	132	1161	159	130	126	130	434	
Public School Total:																	1595
Head Start	0	0	0	0	0	0	0	0	0	0	0						
Montessori Island	39										0						
Chickadee Montessori	0	0	0	0	0	0	0	0	0	0	0						
Educational Services	0	6	2	0	2	2	2	0	2	3	13						
St. Mary's	22	14	10	14	7	14	10	12	13	6	86						
Summit Academy	0	0	0	0	0	0	0	0	0	0	0						
The Way Christian School	7	7	3	4	4	4	5	4	1	5	30						
											129						
	Pre-Kinder										1st-8th					H.S.	
Park County Home Schools:		18									119					38	
Total Park Cty Private Schools		113									248					38	399

APPENDIX B: Independent Learning Plan Template

Individual Learning Plan for [STUDENT NAME]								
						Proficiency		
						Fall	Winter	Spring
Group 1 (Grades 1-3)								
English Language Arts	MT Core Curriculum Standards Overview: - Reading: Literature - Reading: Informational Text - Reading: Foundational Skills - Writing - Speaking and Listening - Language Arts	See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				
			Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional ELA Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
			How do we know the student is progressing?					
Math	MT Core Curriculum Standards Overview: - Operations and Algebraic Thinking - Number and Operations in Base Ten - Measurement and Data - Geometry	See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				
			Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional MATH Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
			How do we know the student is progressing?					
Social Emotional Learning	Developmental Benchmarks Overview: - Develop self-awareness that nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency. - Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging. - Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts.	See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				
			Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional SEL Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
			How do we know the student is progressing?					
Project (Insert Arc Theme here)	Project-based Learning Elements Program Overview: - Idea- Brainstorming/ Essential Questions - Research/ Exploration - Design- Project Proposal - Prototyping/ Iterations - Presentation of Work/ Revision/ Feedback	See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				
			Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional PBL Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
			How do we know the student is progressing?					
Group 2 (Grades 4-6)								
English Language Arts	MT Core Curriculum Standards Overview: - Reading: Literature - Reading: Informational Text - Reading: Foundational Skills - Writing - Speaking and Listening - Language - Reading: Literacy in History/Social Studies - Reading: Literacy in Science and Technical Subjects - Writing: Literacy in History/Social Studies	See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				
			Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional ELA Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
			How do we know the student is progressing?					
Math	MT Core Curriculum Standards Overview: - Operations and Algebraic Thinking - Numer and Operations in Base Ten - Number and Operations in Fractions - Measurement and Data - Geometry - Ratios and Proportional Relationships - Expressions and Equations - Statistics and Probability	See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				
			Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional MATH Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
			How do we know the student is progressing?					
Social Emotional Learning	Decelipmental Benchmarks Overview: - Develop self-awareness that nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency. - Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging. - Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts.	See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				
			Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional SEL Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
			How do we know the student is progressing?					
Project-based Learning Elements		See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				

Individual Learning Plan for [STUDENT NAME]								
						Proficiency		
					<i>To be filled out during conferences</i>	Fall	Winter	Spring
Project (insert Arc Theme here)	Overview: - Idea- Brainstorming/ Essential Questions - Research/ Exploration - Design- Project Proposal - Prototyping/ Iterations - Presentation of Work/ Revision/ Feedback		Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional PBL Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
			How do we know the student is progressing?					
Group 3 (Grades 7-8)								
English Language Arts	MT Core Curriculum Standards Overview: - Reading: Literature - Reading: Informational Text - Reading: Foundational Skills - Writing - Speaking and Listening - Language - Reading: Literacy in History/Social Studies - Reading: Literacy in Science and Technical Subjects - Writing: Literacy in History/Social Studies	See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				
			Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional ELA Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
How do we know the student is progressing?								
Math	MT Core Curriculum Standards Overview: - Ratios and Proportional Relationships - The Number System - Expressions and Equations - Geometry - Statistics and Probability	See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				
			Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional MATH Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
How do we know the student is progressing?								
Social Emotional Learning	Develiemental Benchmarks Overview: - Develop self-awareness that nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency. - Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and group sand nurture a strong sense of belonging. - Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts.	See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				
			Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional SEL Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
How do we know the student is progressing?								
Project (insert Arc Theme here)	Project-base Learning Elements Overview: - Idea- Brainstorming/ Essential Questions - Research/ Exploration - Design- Project Proposal - Prototyping/ Iterations - Presentation of Work/ Revision/ Feedback	See 2023 Fall Curriculum Guide	Teacher Observations	I observe...				
			Family's desired learning goal/outcome above and beyond the standards?	We need...				
			Student's desired learning goal/outcome above and beyond the standards?	I need...				
			Additional PBL Learning Outcomes	We agree to...				
			How the team plans to meet this objective:					
How do we know the student is progressing?								



2023 Educatio Curriculum Summaries

English Language Arts

1st/2nd Grades

GOALS

Our program promotes student participation in a wide variety of reading and writing projects. We build skill development in the context of individual growth and readiness using a variety of phonics-based strategies. We strive to find authentic reasons to read and write through the integration of Language Arts with other subject areas including Discovery learning, arts education, and social/emotional learning.

ELEMENTS

Reading

In the 1st/2nd grade classroom, we celebrate and honor each student's individual reading journey as unique. We look for emergent, beginner, and intermediate readers to gain confidence through daily practice and small-group instruction over time. Students enjoy a large classroom library where they practice choosing "just-right" books, including leveled readers, picture books, comics, big books, magazines, and a variety of early chapter book series. Our nonfiction library is accessed for both enjoyment and independent research and offers biographies, encyclopedias, field guides, dictionaries, atlases, and topics ranging from A to Z. We encourage everyone to find texts that match their interests and abilities.

Writing

Students enjoy writing and are able to effectively communicate discoveries, ideas, and interests through both fiction and non-fiction, for enjoyment and persuasion, and to provide information. We see all students as writers and encourage them to see themselves as writers, too. We put our ideas on the page using pictures, letters, words, and sentences. We incorporate and practice the Six Traits of writing: ideas, organization, voice, word choice, fluency, and conventions. These traits are



well-established and serve as an accurate formative assessment tool across the grades.

- Lower-case letter formations
- Consonant & vowel sounds
- Phonetic spelling
- Blends & digraphs
- Word families
- Sight words
- Spelling patterns
- Nouns & adjectives
- Genre studies (fiction, nonfiction, poetry)
- Elements of a story
- Story-mapping
- Draft, edit, revise, & publish
- Presenting to an audience

UNITS

Reading

- Foundational skills: decoding strategies, fluency, & comprehension
- Reading informational texts
- Story elements
- Phonics: ongoing throughout the year

Writing

- “Our Stories”: writing personal narratives
- “All About”: writing informational texts
- Opinion writing
- Handwriting practice: ongoing throughout the year

3/4 Grades

GOALS

Language Arts: Reading

Over these two years, we look for students to become independent readers who select books at their own level and know what genres and authors they enjoy. Students will share responses to their reading that show understanding and personal connections through writing, discussion, and projects.

The third/fourth class has a literature-based approach that is supported by phonics for



skill-building and reading instruction. Independent reading time makes up a part of each day. The teacher circulates, checks in with students, and has informal reading conferences. We also utilize mini-lessons, read-alouds, and book clubs.

Language Arts: Writing

We strive to establish a community of writers who have fun, are comfortable sharing, and can listen to others share. We strive for students to understand the relationships between experience, writing, and reading; to be able to generate writing ideas with support; and to practice different genres of writing.

The goal is for students to transition from phonetic to conventional spelling using patterns and syllables; to increase their awareness of writing mechanics (sentence structure, paragraphs, capitalization, punctuation, grammar, and legibility); and to understand that writing is communication and that the reader must be able to read it.

Mini-lessons are taught related to writing. Specific genres are covered that might include poetry, personal narrative, short story, fiction, and informational writing. Students also have opportunities to choose the writing pieces they want to develop further, taking them through the process of revision, editing, and final publication.

5/6 Grades

GOALS

To reach a deep understanding of a topic, students read nonfiction in all classes, and demonstrate the ability to compare and contrast multiple sources. Students will also read fictional novels and complete book studies, participate in book clubs, and demonstrate close reading skills. Students develop skills to identify bias and assumptions in informational sources and to analyze multiple accounts to find similarities and differences in the points of view represented. Students are encouraged to form their own opinions and to consider alternate viewpoints. Reading non-fiction in middle school supports conceptual understanding in a variety of disciplines, and reading non-fiction to pursue individual interests and passions are strongly encouraged.



ELEMENTS

The reading and writing workshop includes:

- Regular mini-lessons on craft, conventions, proofreading, grammar, literature, and genre studies
- Quick Writes
- Mentor Text Analysis
- Word study: personalized lists from student writing and high-frequency word lists
- Independent reading/writing and conference time
- Peer edits and sharing
- Read aloud

7/8 Grades

GOALS

- The overarching goal is for students to build rich, internal lives. Literature is a vehicle that raises questions about the world, explores moral choices and failures, and engages the heart and mind. Rather than escaping from life, great books help readers escape into life. A goal this year is to use literature to deepen students' experiences with the world.
- The overarching writing goal is for students to write effectively, movingly, and with passion for their subject, so they can speak their truth, hone and sharpen their ways of seeing, and share meaningfully with the world.

ELEMENTS

Daily Elements

- Quick Writes: Students will read a short mentor text and then “write off the page” using the piece as inspiration. The emphasis here is on craft, ideas, and fluency.
- Mentor Text analysis: Since much of classroom reading time is independent, this practice is an opportunity to have a shared reading experience. As we unpack and annotate a text, students learn and practice the vocabulary and skills of literary analysis.
- Reading Workshop: Students will read independently. Throughout their reading



time, teacher will circulate and mini-conference with individual students about their reading (engagement, progress, questions, themes, etc.).

- Mini-Lesson: The mini-lesson is a short introduction to a genre, a writing convention, grammar, a revision technique, a craft skill, etc. (Six Traits) Mini-lessons are opportunities to laser focus.
- Writing Workshop: Throughout the year, students will produce meaningful pieces in a variety of genres. Prewriting, writing, revising, and editing are all essential parts of the writing workshop, no matter what genre is explored.

Math

Educatio School uses the Eureka Math program. Eureka Math is one of the functions of the Great Minds Curriculum.

Great Mind's goal is building deep, lasting understanding rather than just memorizing. They embed layers upon layers of knowledge into their curricula. Knowledge in the context of the real world, rather than hypothetical scenarios is highly valued. Knowledge is gained through consistent core skill development, rather than reinventing the wheel with each lesson. They emphasize knowledge that builds upon itself for stronger connections throughout the learning process.

The following is an outline of the concepts and skills built year-by-year using Eureka Math.

1st Grade

- Sums and Differences to 10
- Introduction to place value through addition and subtraction to 100
- Ordering and comparing length measurements as numbers
- Identifying, composing and partitioning shapes

2nd Grade

- Sums and differences to 1000
- Addition and subtraction of length units
- Place value, counting and comparison of numbers to 1000



- Understanding and evaluating word problems within 1000
- Foundations of multiplication and division
- Problem solving with length, money and data
- Time, shapes and fractions as equal parts of shapes

3rd Grade

- Properties of multiplication and division from 1 - 10
- Place value and problem solving with units of measure
- Multiplication to calculate area
- Fractions and numbers on the number line
- Collecting and displaying data
- Understanding and evaluating geometry and measurement word problems

4th Grade

- Place value, rounding and algorithms for addition and subtraction
- Unit conversions and problem solving with metric measurement
- Multi-digit multiplication and division
- Angle measure and plane figures
- Fraction equivalence, ordering, and operations
- Decimal fractions

5th Grade

- Place Value and Decimal Fractions
- Multi-digit whole number and decimal fraction operations
- Addition and subtraction of fractions
- Multiplication and division of fractions and decimal fractions
- Addition and multiplication with volume and area
- Problem solving with the coordinate plane

6th Grade

- Ratios and unit rates
- Arithmetic operations including division of fractions
- Rational Numbers
- Expressions and equations
- Area, surface area, and volume problems
- Statistics



7th Grade

- Ratios and proportional relationships
- Rational Numbers
- Expressions and equations
- Percent and proportional relationships
- Statistics and probability
- Geometry

8th Grade

- Integers, exponents and scientific notation
- The concept of congruence
- Similarity
- Linear Equations
- Examples of functions from geometry
- Linear Functions
- Introduction to irrational numbers using geometry

Discover Montana Project Essential Questions

- Who were we? What people, choices, and events formed the Montana of today?
- Who are we? What people, choices and events are currently happening in Montana that affect our lives right now?
- Who do we want to be? Who can we become, what choices do we want to make, and what events do we want to see make Montana a place worth living in as we become adults.

Discovering Montana's Past - Fall Quarter Project-Based Learning

September - Ancient Past and Geography

- Dinosaurs ◦ Visit to the Museum of the Rockies Hall of Dinosaurs
- Montana Skies ◦ Visit to the Museum of the Rockies - Hall of Dinosaurs
- Visual Study of Night Skies at Mountain Sky Guest Ranch
- Maps and Geography



October - Montana Historical Figure Survey

- Field Trip to Crazy Mountain Museum in Big Timber
- Montana Historical Figure Research and Presentation Project

November -Indian Education For All

- Field Trip to Fort Parker

December - Culminating Project of Discovering Montana's Past

- TBD

Discovering Montana's Present - Winter Quarter TBA

Discovering Montana's Future - Spring Quarter TBA

Arts-Based Learning with Brett and Allison

- Brett is focusing on the history of Montana through exploration in Montana's natural artifacts. He and the students will be diving deep into the cattle and mining influences on the economic and cultural history of the region and using that study as a method of personal reflection and expression in relation to themselves and the environment in which they live.
- Allison is focusing fiber arts as a form of personal expression with special emphasis on zero waste. She is also teaching sewing skills to help the students form a fabric pictorial representation of recognized Montana symbols.

Forest School Based Learning with Andrea

- Andrea is helping the academic side of our learning transpose into a hands-on learning experience through a working symbiotic relationship with the teachers at the school. Upcoming projects look like
 - Basic Orienteering in a landscape
 - Plotting points on a map
 - Researching Native Plants
 - Creating resources from natural materials
 - Native American Practices



- Shelter Building
- Best Practices in Natural Environments/Forests

Financial Literacy with Emily

- Emily is working on financial literacy, project process, and taking ideas and goals to reality.
- Older kids will be working on fundraising and planning a Spring trip to Washington DC to look at Montana in context of our nation- asking the essential question: how is our Montana culture, character, and ecology influencing our development as Americans. Our first fundraising project is in collaboration with the Livingston Food Resource Center to take family or favorite cookie and muffin recipes and develop commercial recipes for a MT Hunters' Bake Sale. Students will learn recipe conversion, scaling, and pricing ingredients. We Will develop fundraising posters and distribute them in the community for outreach.
- Younger students are working on developing ice cream flavors and recipes to create a unique Montana ice cream brand. We've looked at Montana foods to inspire ice cream flavors and will incorporate Montana style and culture into the brand.

APPENDIX C: Bylaws

Yellowstone Experiential School Public Charter Bylaws

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BYLAWS OF

A MONTANA NONPROFIT PUBLIC BENEFIT CORPORATION

ARTICLE I

Purposes

The corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized for the public and educational purposes specified in its Articles of incorporation.

ARTICLE II

Offices

Section 1. Principal Office.

The corporation's principal office shall be 129 S Main Street, Livingston, MT 59047, The Board of Trustees ("Board") is granted full power and authority to change the principal office from one location to another within Montana.

Section 2. Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

ARTICLE III

Membership

Section 1. Sole Statutory Member.

Unless and until these bylaws are amended to provide otherwise, Yellowstone Experiential School Public Charter, a Montana nonprofit public benefit corporation, shall be the sole statutory member of this corporation (the "Statutory Member") as the term "member" is defined in MCA Title 35 Chapter 2 of Montana Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Montana Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the Montana Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of trustees/directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056.

ARTICLE IV

Board of Trustees

Section I. Powers.

Subject to the limitations of the Montana Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

- ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with law, the corporation's Articles of Incorporation, or these Bylaws;
- iii. To adopt, make and use a corporate seal and to alter the form of the seal over time-;
- 1v. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor;
- v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage; To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust; To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and do any and all purpose.
- viii. To assume any obligations, enter into any contracts or other instruments, other things incidental or expedient to the attainment of any corporate

Additionally, the YES Board has the following additional powers:

1. A public charter school is subject to all federal laws and authorities as provided in [sections 1 through 14] of HB549 or arranged by charter contract with the board of public education consistent with applicable laws, rules, and regulations.

Except as provided in [sections 1 through 14] and in the public charter school's charter contract, a public charter school is subject to the provisions of Title 20 and any state or local rule, regulation, policy, or procedure relating to noncharter public schools within the located school district.

A single governing board may hold one or more charter contracts. A charter contract may consist of one or more schools, to the extent approved by the board of public education and consistent with applicable law. Each public charter school that is part of a charter school district must be under the supervision and control of the governing board of the charter school district.

2. A public charter school district or public charter school may not be created within the geographical boundaries of a third-class elementary district, as defined in 20-6-201, or a

third-class high school district, as defined in 20-6-301, unless the applicant is the local school board.

3. The governing board of a public charter school shall function as a local educational agency. A public charter school is responsible for meeting the requirements of a local educational agency under applicable federal, state, and local laws, including those relating to special education.

4. The governing board of a public charter school is responsible for special education at the school, including identification and service provisions, and is responsible for meeting the needs of enrolled students with disabilities.

The governing board of a public charter school district has all the powers necessary for carrying out the

terms of its charter contract, including the following powers:

- (a) to receive and disburse funds for school purposes;
- (b) To secure appropriate insurance and to enter into contracts and leases, free from prevailing wage laws;
- (c) to incur debt in reasonable anticipation of the receipt of public or private funds;
- (d) to pledge, assign, or encumber its assets to be used as collateral for loans or extensions of
- (e) to solicit and accept gifts or grants for school purposes subject to applicable laws and the terms of its charter contract;
- (f) to acquire real property, for use as its facility or facilities, from public or private sources; and
- (g) to sue and be sued in its own name.

(6) (a) A public charter school may not engage in any sectarian practices in its educational program, admissions policies, employment policies or practices, or operations.

(b) The powers, obligations, and responsibilities set forth in the charter contract may not be delegated or assigned by either party except as otherwise specifically provided in [sections 1 through 14].

(7) (a) A public charter school is subject to the same civil rights, health, and safety requirements applicable to other public schools in the state except as otherwise specifically provided in [sections 1 through 14].

(b) The governing board shall establish graduation requirements and may award degrees

and issue diplomas.

(c) A governing board is subject to and shall comply with state open meeting and public records laws pursuant to Title 2, chapters 3 and 6.

(d) A public charter school shall establish purchasing procedures that include a competitive bidding process for purchases or contracts exceeding \$80,000.

Section 2. Number of Trustees.

The governing board of the public charter school district must be composed of 7 members. The boundaries of the charter school district consist of the legal description of the campus of the charter school. A majority of the governing board members must be qualified electors of the county in which the public charter school is located. Members must:

(a) be qualified electors in the county in which the public charter school is located or a contiguous county but need not be qualified electors of the located school district; and

(b) possess documented knowledge or experience in the mission or focus of the public charter school.

An applicant for a proposed public charter school shall identify the members of the initial governing board of the charter school district of which the charter school is a part in the proposal submitted to the board of public education. The initial governing board is responsible for pre-operation of and initial operation of the public charter school.

Section 3. Election and Term of Office.

At the regular school election in the first year of operation of a public charter school, members must be elected by the qualified electors of the located school district in the same manner as local school boards, except as provided in subsections (2) and (5), in an election conducted by the local school board in the school district in which the public charter school is located. Any elector qualified to vote in the located school district under the provisions of 20-20-301 may vote.

Members of governing boards serve for terms of 5 years, and the terms of members must be staggered to ensure continuity on the governing board.

Section 4. Resignation and Removal.

- i. Subject to the provisions in Montana Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the Chairman, the Secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Except on notice to the Montana Attorney General, no trustee may resign if the corporation would be left without a duly elected trustee or trustees.
- ii. A trustee may be removed only by the Statutory Member. Any vacancy caused by the removal of a director shall be filled as provided in Section 5.

Section 5. Vacancies.

- i. A Board vacancy or vacancies shall be deemed to exist if any trustee dies, resigns, or is removed, or if the authorized number of trustees is increased.
 - ii. Notwithstanding Section 4, the Board may declare vacant the office of any trustee who has been convicted of a felony, or has been found to have breached any duty arising under Montana Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.
 - iii. A vacancy on the Board shall be filled only by the Statutory Member. Each trustee so elected, appointed, or designated shall hold office until the expiration of the term of the replaced trustee and continue to hold office until a qualified successor has been elected, appointed, or designated.
- 1v. No reduction of the authorized number of trustees shall have the effect of removing any trustee prior to the expiration of the trustee's term of office.

Section 6. Place of Meeting and Notice.

- i. Meetings of the Board shall be held at the principal office of the corporation or at any other place within the State of Montana that has been designated in the notice of the meeting.
- ii. The Board shall conduct all meetings and business in respect to the operation of the corporation's public charter schools in accordance with the applicable requirements of the Montana Office of Public Instruction Public Charter MCA law.

Section 7. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may, from time to time, be fixed by the Board in accordance with these Bylaws.

Section 8. Annual Meeting.

Annually the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by the Statutory Member or by resolution by the board.

Section 9. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the chairman of the Board, if there is such an officer, the President/Chief Executive Officer, the secretary or any two trustees. The party calling such a special meeting shall determine the place, date, and time thereof in accordance with these Bylaws.

Section 10. Notice of Special Meetings.

- i. Special meetings of the Board may be held only after each trustee has received four (4) days' prior notice by first-class mail or twenty-four (24) hours' notice given personally or by telephone, email or other similar means of communication.
- ii. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the trustees are regularly held.
- iii. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 11. Emergency Meetings.

Emergency meetings of the Board may be called at any time by a majority of the Board if the Board so determines that an emergency situation exists outlined in MCA Title 35, Chapter 2.

Section 12. Closed Sessions.

Closed sessions of the Board may be held as authorized under the applicable terms of the MCA Title 35, Chapter 2.

Section 13. Telephone and Electronic Video Meetings.

i. Notwithstanding any other provision of law, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment for the benefit of the public and the Board in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with the applicable requirements of the MCA Title 35, Chapter 2. and all otherwise applicable provisions of law.

Section 14. Quorum.

A majority of the trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

Section 15. Consent to Meetings.

The transactions of the Board at any meeting, however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after regular call and notice if a quorum be present, and if, either before or after the meeting, each trustee entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding of such meeting, or approval of the minutes thereof. All such waivers, consents or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any trustee who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such trustee.

Section 16. Adjournment.

A majority of the trustees present, whether or not a quorum is present, may adjourn any trustee's meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the trustees who were not present at the time of the adjournment.

Section 17. Rights of inspection.

Every trustee has the right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, to the full extent permitted under applicable federal and state laws regarding pupil confidentiality.

Section 18. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more trustees to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

- i. The approval of any action for which the Montana Nonprofit Public Benefit Corporation Law requires the approval of the Statutory Member; The filling of vacancies on the Board or on any committee which has the authority of the Board;
- iii. The amendment or repeal of bylaws or the adoption of new bylaws;
- iv. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- v. The appointment of other committees having the authority of the Board; or,
- vi. The approval of any self-dealing transaction as such transactions are defined MCA Title 35, Chapter 2. Montana Nonprofit Public Benefit Corporation Law, except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee.

Section 19. Other Committees.

- i. The chairman of the Board or the President/Chief Executive Officer, subject to the limitations imposed by the Board, or the Board, may create other committees, ad hoc, standing or special, to serve the Board which do not have the powers of the Board. The President/Chief Executive Officer, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chairman. If a trustee is on a committee, he or she shall be the chairman. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

- ii. Meetings of a committee may be called by the chairman of the Board (if there is such a position), the chairman of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting and, insofar as is required by law, in accordance with MCA Title 35, Chapter 2. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.
- iii. Any member of a committee may resign at any time by giving written notice to the chairman of the committee or to the President/Chief Executive Officer. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The chairman may, with prior approval of the Board, remove any appointed member of a committee. The President/Chief Executive Officer, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Section 20. Audit Committee.

At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Board shall do so through the Sole Statutory Member's Audit Committee which shall provide independent audit services for this Corporation ("Audit Committee"). The Board shall designate one Trustee as its representative to serve on the Audit Committee. Trustees who are employees of the Corporation or who receive, directly or indirectly, any consulting, advisory, or other compensatory fees from the Corporation may not serve on the Audit Committee. The President/Chief Executive Officer and Treasurer/Chief Financial Officer, if also Trustees, may serve on the Audit Committee only if such persons are volunteers and are not compensated by this Corporation. The Audit Committee shall perform its work pursuant to applicable and the guidelines set forth in its charter. Duties performed by the Audit Committee shall include, but are not limited to:

- i. Assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary;
- ii. Negotiating the auditor's compensation;
- iii. Conferring with the auditor regarding the Corporation's financial affairs, and
- iv. Reviewing and accepting or rejecting the audit.

Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

Section 21. Fees and Compensation.

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 22. Non-liability of Trustees.

No trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 23. Restriction on Board Authority.

The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

- i. Borrow money in the name of the corporation for corporate purposes in excess of \$1 million, or utilize property (real or personal) owned by the corporation as security for loans in excess of \$1 million;
- ii. Make, execute or deliver any assignment for the benefit of creditors, or any bond, confession of judgment, chattel mortgage, security agreement, deed, guaranty, indemnity bond, surety bond, or contract to sell or bill of sale of the property of the corporation;
- iii. Acquire, purchase, develop, improve, sell, lease or mortgage any corporate real estate or any interest therein or enter into any contract for any such purposes;
- iv. Make any loan or investment of any assets of the corporation, or enter into any contract or incur any liabilities on behalf of the corporation other than for fair consideration or in the ordinary course of business relating to its normal daily operation; or
- v. Make any loan of money or property to or guarantee the obligation of any trustee or officer, except as is expressly permitted under MCA Title 35, Chapter 2. Of Montana Nonprofit Public Benefit Corporation Law.

Section 24. Interested Persons.

Not more than forty-nine percent (49%) of the trustees serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the

Corporation for services rendered to it whether-as-a-full or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 25. Standard of Care.

A trustee shall perform the duties of a trustee, including duties as a member of any committee of the Board upon which the trustee may serve, in good faith, in a manner such trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a trustee, a trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- i. One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;
- ii. Counsel, independent accountants or other persons as to matters which the trustee believes to be within such person's professional or expert competence; or
- iii. A committee of the Board upon which the trustee does not serve as to matters within its designated authority, provided the trustee believes merits confidence and the trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 26. Self-Dealing Transactions.

Self-dealing transactions means transactions to which the corporation is a party and in which one or more of the trustees ("interested trustee(s)") has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions do not constitute self-dealing transactions:

- i. An action by the Board fixing the compensation of a trustee as a trustee or officer of the corporation;
- ii. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the public or charitable program;

iii. A transaction of which the interested trustees have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or One Hundred Thousand Dollars (\$100,000).

1v. A transaction the Attorney General has approved either before or after it was consummated.

v. A transaction with respect to which the following facts are established:

1. The corporation entered into the transaction for its own benefit;
2. The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction;
3. Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the trustees then in office excluding the vote of the interested trustee(s) and with knowledge of the material facts concerning the transaction and the interested trustee's interest in it. Except as provided in paragraph (5) of this subsection, action by a committee of the Board will not satisfy this requirement; and
4. Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; or
5. A committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under this subsection; it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; and the Board, after determining in good faith that the conditions set forth in this paragraph (5) were satisfied, ratified the transaction at its next meeting by a vote of a majority of the trustees then in office, excluding the vote of the interested trustee(s).

Section 27. Interested Trustee's Vote.

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested trustees may be counted to determine the presence of a quorum, but an interested trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section 28. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 24 of this Article, the interested trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested trustee(s) acted in good faith and with the intent to further the best interests of the corporation.

Section 29. Contracts or Transactions With Mutual Trustees.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm or association of which one or more of the corporation's trustees are trustees is either void or voidable because such trustee(s) are present at the meeting of the Board or committee thereof which authorizes, approves or ratifies the contract or transaction if:

1. The material facts as to the transaction and as to such trustee's other directorship are fully disclosed or known to the Board or committee, and the Board or committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common trustee(s); or
- ii. As to contracts or transactions not approved as provided in subsection i. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 24 of this Article above.

Section 30. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or trustee, if, in the absence of such advance, such trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 31. Annual Reports.

Pursuant to MCA Title 35, Chapter 2. Of Montana Nonprofit Public Benefit Corporation Law, the Chief Financial Officer shall cause an annual report to be prepared and sent to each trustee not later than 120 days after the close of the fiscal or calendar year. Such annual

report shall be prepared in conformity with the requirements of the Montana Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 32. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to MCA Title 35, Chapter 2. Of Montana Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the trustees no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 29 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

- i. Any "covered transaction" (defined below) during the previous fiscal year of the corporation involving (a) more than Fifty Thousand Dollars (\$50,000) or, (b) which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any "interested persons" involved in such covered transactions, including such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated.
- ii. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:
 - a. Any trustee or officer of the corporation, or its parent or subsidiary; or
 - b. Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.
- iii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or trustee of the corporation.

For purposes of this Section, any person described in either paragraph (a) or (b) of subsection ii. above is an "interested person."

ARTICLE V

Officers

Section 1. Officers.

The officers of this corporation shall be a President, a secretary, and a Chief Financial Officer. The corporation may also have, at the discretion of the Board, a chairman of the

Board, one or more Vice Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary, the treasurer, nor the Chief Financial Officer may serve concurrently as the President or chairman of the Board.

Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of The corporation shall be those named by the Board and each shall be in office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3. Subordinate Officers.

The Board may appoint and may empower the President/Chief Executive Officer to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section 4. Chairman of the Board.

The chairman of the Board, if there is such an officer, shall preside at all meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned by the Board.

Section 5. President/Chief Executive Officer.

The President/chief executive officer is the chief executive office of the corporation and has, subject to the control of and has general supervision, direction and control of the business and affairs of the corporation. The President/Chief Executive Officer has the general management powers and duties usually vested in the office of President of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6. Vice President.

In the absence or disability of the President/Chief Executive Officer, a Vice President (or if more than one (1) Vice President is appointed, in order of their rank as fixed by the Board or if not ranked, the Vice President designated by the Board) shall perform all the duties of the President/Chief Executive Officer and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President/Chief Executive Officer. The Vice

Presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 7. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation the State of Montana, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 8. Chief Financial Officer.

The Chief Financial Officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any trustee. The Chief Financial Officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The Chief Financial Officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President/Chief Executive Officer and the trustees, upon request, an account of all transactions as Chief Financial Officer. The Chief Financial Officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 9. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President/Chief Executive Officer, the President/Chief Executive Officer shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section I 0. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Article VI

Indemnification

Section I. Definitions.

For the purposes of this Article, "agent" means any person who is or was a trustee, director, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 4 or 5.b of this Article.

Section 2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under MCA Title 35, Chapter 2. of the Montana Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an

agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the Corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under MCA Title 35, Chapter 2. Of Montana Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

- i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;
- ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
- iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:
proceeding; or

- i. A majority vote of a quorum consisting of trustees who are not parties to such
- ii. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 7. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's trustees, directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of members or trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article.

Section 8. Forms of indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5.b, in any circumstances where it appears:

- i. That it would be inconsistent with a provision of the Articles of Incorporation, these bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
- ii. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of SMCA Title 35, Chapter 2. Of Montana Nonprofit Public Benefit Corporation Law. Non-applicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section I of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by MCA Title 35, Chapter 2. Of Montana General Corporation Law.

ARTICLE VII

Miscellaneous

Section I. Fiscal Year.

The fiscal year of the corporation shall be the same as the fiscal year adopted by the Statutory Member, which currently is a fiscal year ending June 30.

Section 2. Inspection of Corporate Records.

The books of account and minutes of the proceedings of members and trustees, and of any executive committee or other committees of the trustees, shall be open to inspection at any reasonable time upon the written demand of any member. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section 3. Voting Shares.

The corporation may vote any and all shares held by it in any other corporation by such officer, agent or proxy as the Board may appoint; or in the absence of any such appointment, by the President/Chief Executive Officer, or by any Vice President, if also a trustee; and, such officers or any of them, may likewise appoint a proxy to vote such shares.

Section 4. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the President/Chief Executive Officer and the chairman of the Board.

Section 5. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chairman of the Board, the President/Chief Executive Officer, certain designated Vice-Presidents, the secretary or the Chief Financial Officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, or the chairman of the Board, or the President/Chief Executive Officer. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII

Effective Date and Amendments

Section I. Effective Date.

These bylaws shall become effective immediately upon their adoption. Amendments to these bylaws shall become effective immediately upon their adoption, unless the Statutory Member of the corporation in adopting them provides that they are to become effective at a later date.

Section 2. Amendments.

These bylaws may be amended or repealed and new bylaws adopted only with the approval of the Statutory Member.

SECRETARY'S CERTIFICATE

I certify that I am the elected and acting Secretary of Yellowstone Experiential School Public Charter, a Montana nonprofit public benefit corporation, and that the foregoing bylaws, constitute a complete and full version of the bylaws of such corporation including all amendments thereto which have not been otherwise amended, modified, supplemented or rescinded and remain in full force and effect as of, the date hereof.

IN WITNESS WHEREOF, I have executed this certificate on
Secretary

APPENDIX D: Employee Handbook

**Yellowstone Experiential School
Employee Handbook
2024-25**

Welcome

The Yellowstone Experiential School (YES) community is delighted that you have chosen to collaborate with us, and we hope that you will enjoy your experience working and learning as part of our team!

As you become familiar with our culture and mission, we hope that your engagement with YES affords you an opportunity to enhance your professional life as an educator, creative, centered- secure individual, and life-learner.

YES is characterized by a strong sense of community founded on a cooperative relationship amongst staff, parents and children. With your active involvement, creativity, and open heart, YES will continue to achieve its goals. We sincerely hope you will take pride in being an important part of YES' success.

The purpose of this handbook is to provide you with information that may help you with particular questions pertaining to employment. An understanding of professionalism on the part of an educator is assumed, and so it is not entirely specified in this publication. We define professionalism as conducting oneself with responsibility, integrity, accountability, and best effort aligned with relevant training and experience.

It is a great responsibility and privilege to be entrusted with children's growth, well-being, and development. We take this responsibility and gift to be with children of the utmost importance. Modeling healthy behaviors to your peers and team, students, parents, and greater community is expected.

Though it is a responsibility to be a healthy model for kids, a student's well-being and academic growth is not the sole responsibility of any educator. We each play a role in the growth and development of the children we work with but are only one element or moment in time of any child's life. All we can do is our best and trust it is enough.

Please take time to review the policies contained in this handbook. In the event of a discrepancy among any materials, the Employee Handbook will govern.

If you have questions, please feel free to ask the School Director.

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Overview

The Yellowstone Experiential School public charter, located in Livingston, Montana, was founded in 2019 as an independent school providing mixed-age, small group education with a focus on exploration, creativity, personal development, and civic engagement.

The YES program focuses on blending curriculum direct instruction with project-based learning, a proven methodology that integrates English language, math, science, the arts, and humanities with relevant, meaningful projects to provide students with a deep educational experience. YES emphasizes problem-solving, creativity, and academic proficiency. Empathy to Impact and 2030 UN Sustainable Development Goals are woven into the curriculum.

The school is committed to fostering a community that is inclusive and reflective of the diversity of our families, faculty, and administrative staff.

The Yellowstone Experiential School (YES) public charter is a community school for 4-14 year olds in Livingston, Montana.

Yellowstone Experiential School public charter Mission:

YES provides a joyful, individualized, and meaningful education for 4-14 year olds through real-world, interdisciplinary learning experiences; development of caring, trusting relationships to self and others; and engagement with community partners working together to meet challenges and opportunities through creativity and critical thinking.

Vision

Deeply engaged in their own learning, with a foundation of knowledge, strong sense of self, and connection to community– YES public charter graduates are prepared for high school and postsecondary success and are empowered to live a life of well-being and productive citizenship.

Purpose

Quality Alternative - Education for All Students: Students are opting out of the public option in Park County. Community members realize the benefit of well-educated youth as future citizens and leaders of our local community and state. Park County residents want an intentional, cohesive, measured, and relevant educational alternative for those students to ensure a strong democracy, low crime rates, capable labor force, community innovation, public service, and citizenship.

Students and families in our community are demonstrating the need for alternative options to our sole traditional model. Of the total reported K-8th school age students, 399 students or approximately 20% of Park County students, are opting out of public school and instead are participating in home school, private schools, or hybrid educational programs.

Park County public school enrollment is at its lowest in recent years. There are several contributing factors influencing this decline in public school participation, including political climate, COVID impact on enrollment, increasing micro school options, changing demographics, housing issues, fear of extremism and violence, etc.

In addition to these societal factors, families and students have identified the need for school choice to close achievement gaps between high-performing and low-performing groups of public students. Specifically, parents and students are taking responsibility for their own success by moving towards a student-centered approach to education. Those students and families are opting out of traditional options and are pursuing and developing alternatives that better meet their individual needs.

The approximately 400 students who are not enrolled in the free, public option are looking for a personal fit that meets academic and social needs.

Equity: Parents alone cannot pay the true cost of comprehensive, enriching education providing vast opportunities for students to thrive. Students opting out of the public option due to diverse needs, are entitled to a public education. Each student deserves a high quality education to provide a foundation of knowledge, skills and confidence, despite ability to pay.

Suicide Prevention: The creation of YES as a public charter to be accessible to any student despite ability to pay is also critical as Park County continues to witness youth suicide. Studies show that students who feel connected to a community or purpose and have a connection to at least one adult are at less at risk (Add as reference/source). The YES structure of low student to teacher ratio allows all students to experience strong relationships with healthy adults and peers, as well as meaningful, individualized educational experiences that students care about. The smaller school community, low student to adult ratio, and individualized and meaningful learning opportunities provide the community, meaningful adult

relationships, sense of purpose, and healthy self-esteem known as major protective factors (based on a [Montana Youth Dynamics article](#)).

Major protective factors for suicide include:

1. Effective **behavioral health care**
2. **Connectedness** to individuals, family, community, and social institutions
3. **Life skills** (including problem-solving skills and coping skills, ability to adapt to change)
4. **Self-esteem** and a **sense of purpose** or meaning in life
5. Cultural, religious, or personal **beliefs that discourage suicide**

Increases Public Dollars for Education in Park County: Schools are underfunded and under-resourced to meet the diverse needs and demands of all of our unique students. Families with students in search of options that fit individual needs for success and opting out of the public option are paying for private education. Not all working families have the ability to pay for individualized education to meet their child's needs.

The Yellowstone Experiential School public charter would bring in additional public investment to educate Park County students for alternative programming. An additional public option will bridge the equity gap between learners who would thrive in a hands-on learning environment and those whose families cannot afford the time and money it takes to provide these essential services without additional public options.

Updated, Relevant Approach to Education to Serve Diverse Needs and Challenges of the 21st Century:

It is more important than ever that we re-imagine learning environments that provide opportunities for interest-driven exploration, creativity, collaboration, and development of relevant life skills. It is this knowledge base and foundation that empowers kids with a 'can-do mindset' to support their purpose and contribute as citizens.

Kids want to feel valued and connected and have the knowledge, ideas and skills to achieve goals to live their best life.

People all over the world are articulating that the skills to succeed now include excellent communication, healthy relationships with self and others, creative capacity for problem solving, and the agency to accomplish goals.

Kids are all facing many unmet future challenges and opportunities and will need to become the citizens and leaders with the hearts, minds, and skills to face those challenges and contribute to positive solutions.

Project-based learning is an educational approach recognized for building these skills, producing confident students prepared to think critically, dream big dreams, and contribute to a better world as happy, healthy, fulfilled people.

YES offers an educational experience for kids ages 4-14 prioritizing three main growth and development outcomes.

1. **ENGAGEMENT:** Academic and skills proficiency of MT core curriculum standards approached through meaningful real-world, experiential learning.
2. **CONNECTION:** Strong sense of self, strengths and purpose and personal well-being and healthy, caring, trusting relationships through direct instruction, healthy adult modeling, and inspiring, skill

building experiences.

3. **CITIZENSHIP:** Civic engagement and connection to community through relevant projects that explore community challenges and opportunities and empowerment to take action to make change.

These **YES Guiding Characteristics** lead our Board of Trustees, administration, teachers, parents, and learners in development and implementation of curriculum, instruction, field studies, assessment, professional development, planning, calendar, and budget.

ENGAGEMENT: All community members find meaning, purpose, and value in what they are doing.

Project-Based Learning

Providing meaningful, real-world, and experiential learning with an authentic audience and outcome

Love of Learning

Creating joyful, playful, and fun experiences that allow for choice and encourage curiosity and creativity

Growth

Continuously providing challenging opportunities to build skills, knowledge, and character to best support each individual

Discovery

Exploring a wide variety of content, experiences, ideas, and materials

CONNECTION: All community members build a healthy relationship to self, others, and place.

Self

Developing non-violent communication skills, self-knowledge of interests, strengths, and boundaries, and caring trusting relationships; community members build their identities as learners and develop the capacity for agency and autonomy

Community

Feeling valued, empowered, seen, and included in our diverse community

Place

Building connection to our natural and built environment

Learning Team

Educators, family, and students working together to build Individualized Learning Plans

CITIZENSHIP: All community members practice critical thinking and awareness to benefit ourselves and others.

Collaboration

Becoming compassionate change agents working together to make our communities better

Reflection

Practicing mindfulness and awareness to gain understanding of ourselves and others

Critical Thinking

Using an open-mind and multiple perspectives to make informed decisions

Knowledge Base

Using flexible, direct instruction and interdisciplinary projects for deep understanding of core curriculum standards to support an educated citizenry

Employer Objectives

In order to achieve the mission, YES strives to:

- i. treat each employee as an individual, with respect and dignity;
- ii. hire, promote and compensate solely on the basis of merit without regard to race, color, creed, gender, religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, sexual orientation, gender identity, or any other consideration made unlawful by federal, state, or local law or ordinance or regulation;
- iii. encourage every employee to take an active interest in his or her job and to contribute his or her best efforts and abilities to meet our mission;
- iv. provide a joyful, supportive, balanced place to work; and
- v. encourage employees to discuss with administration all ideas that could improve working conditions, policies and practices.

The community of YES is marked by a culture of collaboration, professionalism, and respect. As adults, every encounter we have with students or other adults is an opportunity to model kindness, acceptance and peace, the three core values of our school.

In meetings, YES employees agree to the following commitments

- Establishing clear meeting intentions
- Assuming best intentions
- Leading with curiosity
- Making space for all ideas and questions and being willing to table ideas
- Making thoughtful contributions, by thinking “Is what I’m going to say kind, necessary, true, and helpful?”
- Rejoicing and reflecting
- Being open to new ideas and feedback

Each YES employee is an integral part of providing quality education for children.

As an employee, it is crucial to model the behaviors YES wishes our students to learn. We model appreciation for individual and group differences by treating all of our students, parents, and colleagues with respect. We are committed to multiculturalism as an ongoing process. This commitment is reflected in our curriculum, admission practices, and in our relationships with faculty, staff, children and their families.

Employment Standards

Integration Clause and the Right to Revise

This employee handbook contains the employment policies and practices of YES in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded.

The YES Board of Trustees and School Director reserves the right to revise, modify, delete, suspend, terminate, or add to any and all policies, procedures, work rules or benefits stated in this handbook, whether in whole or in part, at any time. However, any such changes must be in writing and must be signed by the School Director. No oral statements or representations can in any way change or alter the provisions of this handbook. Any written changes to this handbook will be distributed to all employees so that employees will be aware of the new policies and procedures.

Nothing in this employee handbook, or in any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee.

Equal Employment Opportunity

The YES strictly prohibits unlawful discrimination and harassment, including sexual harassment, by or against any Employee, student, or volunteer. Every person has the right to work and learn in surroundings that are free from all forms of unlawful discrimination and harassment. YES hires, promotes, transfers, terminates, and makes all other employment-related decisions without unlawful consideration of an employee's race, creed, religion, color, sex, sexual orientation or gender identity, physical or mental disability, age, or national origin, or any other basis prohibited by local, state, or Federal law. All employees are expected to comply with this equal employment opportunity policy.

Anti-Harassment Policy

Harassment is verbal, visual, or physical conduct that belittles or shows hostility or dislike toward an individual because of his/her race, creed, religion, color, sex, sexual orientation or gender identity, physical or mental disability, age, national origin or any other characteristic protected by law and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive work environment, (2) has the purpose or effect of interfering with an individual's work performance, or (3) otherwise adversely affects an individual's employment opportunities.

Harassing conduct can take many forms and includes, but is not limited to, phrases, slurs, jokes, gestures, disparaging or negative stereotyping, threatening, intimidating or hostile acts (e.g. blocking another's movement), or the display or circulation (including electronic) of cartoons, pictures, photographs and jokes.

Sexual harassment is a form of Employee misconduct which undermines the integrity of the employment relationship and is unlawful discriminatory behavior. Sexual harassment includes requests for sexual favors and other verbal and physical conduct of a sexual nature when: (1) submission or rejection of such conduct is made either explicitly or implicitly as a term or condition of employment, (2) submission to, or rejection of, such conduct is used as the basis for employment decisions affecting the individual, or (3) such conduct has the purpose or effect of creating an intimidating, hostile or offensive working environment. It may include subtle and not-so-subtle behaviors and may involve a person of the same or opposite sex. Sexual harassment may result in emotional stress, low self-esteem, low morale, absenteeism, reduced productivity, and high turnover. Depending on the circumstances, it may include, but is not limited to:

- Unwelcome sexual advances, flirtation, whistling, or touching;
- Obscene or vulgar gestures or comments;
- Sexually explicit emails, voicemails, or other communications;
- Sexual jokes or "kidding," even if indirect or suggestive;
- Display of magazines, books, posters, or pictures with a sexual connotation;
- A pattern of hiring or promoting sexual partners over more qualified applicants;
- Unwelcome physical contact such as patting, pinching, or constant brushing against another's body;
- Requests or demands for sexual favors, accompanied by implied or overt promises for preferential treatment or threats concerning an individual's employment status;
- Threatening retaliation after a negative response to sexual advances; or
- Any harassing behavior, whether or not sexual in nature, directed toward a person because of the person's gender, e.g. hazing Employees working in non-traditional work environments or a male supervisor yelling only at female Employees and not at males.

All Employees are expected to work actively to maintain a workplace that is free from unlawful discrimination and harassment, based upon sex or any other protected basis, and to conduct themselves in such a way so as to ensure that no discrimination or harassment occurs.

Reporting Harassment

If you experience or witness job-related unlawful discrimination or harassment, you are required to report the harassing or discriminatory conduct to your supervisor immediately. If your supervisor is the person responsible for the alleged harassing or discriminatory conduct, is not available, you believe it would be inappropriate to contact your supervisor, or you are not comfortable reporting to your supervisor, you must immediately contact the School Director. Every supervisor or manager who becomes aware of possible sexual or other unlawful harassment, or learns of any employee's concern about harassment, whether in a formal complaint or informally, must immediately report the issue to the School Director.

Investigating Harassment

If you report harassing or discriminatory conduct, your concerns will be investigated, and you will not suffer retaliation for reporting such concerns. It is important that such situations be identified and reviewed so that any improper actions can be corrected.

Confidentiality of the report or complaint and information gathered during the investigation of the report or complaint will be protected to the greatest extent possible; however, due to the nature of the investigatory process, complete confidentiality cannot be assured. All employees, whether directly involved or not, are expected to cooperate with all investigations.

Discipline

Violation of this anti harassment policy may result in disciplinary action including IMMEDIATE TERMINATION without notice.

Immigration Policy

YES is committed to employing only United States citizens and legal residents who are authorized to work in the United States. The school does not unlawfully discriminate on the basis of citizenship or national origin.

YES does not intentionally or knowingly hire, or continue to employ, an individual who is not legally authorized to work in the United States and requires all new hires to complete Form I-9 as required by law. In addition to completing an I-9 form, YES will use the E-Verify program from the Department of Homeland Defense and the Social Security Administration to verify employment eligibility. If a Tentative Non-Confirmation notice is issued by E-Verify, the employee will have to contest the notice to the appropriate agency. The employee may continue to work at the school until there is a final determination of work eligibility.

If the school receives a “no match” letter from the Social Security Administration (“SSA”) concerning one of its current employees, the following steps will be followed:

1. A check of school records will take place to ensure that the discrepancy was not a result of the school's clerical error (such as a typo, transposing hyphenated last names, etc.). If such an error is found, the school will make the correction, notify the SSA, and verify that the name and Social Security number now match. The school will make a record of all oral and written communications with the agency. This step must be taken within 30 days of the school's receipt of the no-match letter.
2. If the matter is not resolved by step #1, YES will ask the employee to confirm that school records are correct. If the employee indicates they are not correct, they will be corrected and the school will notify the Social Security Administration and verify that the name and SSN now match. This step must be taken within 30 days of the school's receipt of the no-match letter. If the employee indicates that the information the school has is correct, the school will notify the employee that he or she has 90 days from the school's receipt of the no-match letter to address the situation with the relevant agency to get the matter resolved.

3. If the matter is not resolved within 90 days, the school will ask the employee to complete a new I-9 form within 3 additional days (93 days from the date the school received the no-match letter). The employee may not present documents that contain the disputed SSN and the employee must present a document containing a photograph. The school will keep a copy of the new I-9 with the original I-9.

If the no-match is not resolved through one of the steps mentioned above, or if the employee refuses to complete a new I-9 as outlined, then the school may terminate the employee to avoid a finding by the Department of Homeland Security that YES had constructive knowledge that the employee was an illegal resident.

It is against the law to utilize another person's identity to secure employment. The school will not tolerate any employee utilizing another person's identity to obtain employment. Engaging in identity theft will result in immediate termination of employment.

Disability Accommodations

YES complies with the Americans with Disabilities Act ("ADA"), as amended by the ADA Amendments Act ("ADAAA"), and all applicable state and local fair employment practices laws, and is committed to providing equal opportunities to qualified individuals with disabilities. Consistent with this commitment, YES will provide a reasonable accommodation to disabled applicants and employees if the reasonable accommodation would allow the individual to perform the essential functions of the job, unless doing so would create an undue hardship.

Requesting an Accommodation

If you believe you need an accommodation because of your disability, you are responsible for requesting reasonable accommodation from the School Director or School Director. You may make the request orally or in writing. YES encourages employees to make their request in writing, and to include relevant information such as:

- A description of the accommodation you are requesting
- The reason you need accommodation
- How the accommodation will help you perform the essential functions of your job

After receiving your oral or written request, YES will engage in an interactive dialogue with you to determine the precise limitations of your disability and explore potential reasonable accommodations that could overcome those limitations. YES encourages you to suggest specific reasonable accommodations that you believe would allow you to perform your job. However, YES is not required to make the specific accommodation requested by you, and may provide an alternate effective accommodation, to the extent that any reasonable accommodation can be made without imposing an undue hardship on YES.

Medical Information

If your disability or need for accommodation is not obvious, YES may ask you to provide supporting documents showing that you have a disability within the meaning of the ADA and applicable state or local laws, and that your disability necessitates reasonable accommodation. If the information provided in response to this request is insufficient, YES may require that you see a healthcare professional of YES's choosing, at YES's expense. In those cases, if you fail to provide the requested information or see the designated health care professional, your request for a reasonable accommodation may be denied.

YES will keep confidential any medical information it obtained in connection with your request for reasonable accommodation.

Determinations

YES makes determinations about reasonable accommodations on a case-by-case basis considering various factors and based on an individualized assessment in each situation. YES strives to make determinations on reasonable accommodations expeditiously, and will inform the individual once a determination has been made. If you have any questions about a reasonable accommodation request you made, please contact the School Director or School Director.

No Retaliation

Individuals will not be retaliated against for requesting an accommodation in good faith. YES expressly prohibits any form of discipline, reprisal, intimidation, or retaliation against any individual for requesting an accommodation in good faith. YES is committed to enforcing this policy and prohibiting retaliation against employees and applicants who request a reasonable accommodation in good faith. However, the effectiveness of our efforts depends largely on individuals telling us about inappropriate workplace conduct. If employees or applicants feel that they or someone else may have been subjected to conduct that violates this policy, they should report it to the School Director or Director of Human Resources. If employees do not report retaliatory conduct, YES may not become aware of a possible violation of this policy and may not be able to take appropriate corrective action.

Employment Responsibilities

Open Door Policy

In furtherance of its open door policy and continuing efforts to secure prompt resolution of problems and disputes, YES has established an informal grievance procedure. Any controversy concerning the meaning, application or violation of the rules, policies or procedures of the YES, or terms and conditions of employment, including any disciplinary action or termination, shall be treated as a grievance and settled, if at all possible, by the following procedure. Such matters shall be exclusively resolved in accordance with the procedure herein provided.

Grievance Procedure

An employee may seek to have any such action reviewed internally, according to the provisions of the following procedure.

STEP ONE: DISCUSSION WITH SUPERVISOR. The aggrieved employee shall discuss the matter with the employee's immediate supervisor. If the grievance pertains to the employee's immediate supervisor, then the employee shall discuss the matter with the School Director or School Director.

STEP TWO: SUBMISSION OF FORMAL GRIEVANCE. Within five (5) business days from the day that the employee is informed of any decision or determination with which he/she disagrees, the aggrieved employee shall submit to the School Director or School Director a written statement of his/her grievance, which shall set forth the following:

- The employee's name, position, and approximate length of employment
- The particular decision or determination with which the employee wishes to review
- The reasons that the employee feels that the decision or determination should be rescinded, modified, or reconsidered, and
- The names of any persons with whom the employee feels is involved with, or knowledgeable concerning, the determination or decision to be reviewed.

STEP THREE: FORMAL DETERMINATION. Within ten (10) days of a timely written submission as described above, the School Director or School Director shall undertake one of the following:

1. In the event that the School Director or School Director feels that he or she has sufficient information available to review the action complained of, he or she shall respond, in writing, to the employee, informing him or her that the written submission was reviewed by the School Director or School Director and based on the information available to the School Director or School Director, that the decision or determination complained of in the employee's written submission is either affirmed, rescinded, or modified.
2. In the event that the Office Manager feels that more information may be needed to fully review the employee's written submission, the Office Manager shall notify the employee of a time and date where the employee may be present, in person, to discuss the employee's written submission. Such meeting, which shall take place within thirty (30) days of the receipt of the employee's written submission (unless a later time is specifically agreed to due to time or scheduling conflicts of the employee or Office Manager). At this meeting, the Office Manager may elect to have any other persons present who, in his or her opinion, may materially assist in resolving any factual disputes pertaining to the employee's written submission.
3. In the event that the meeting referred to in (2) is held, the School Director or the School Director will issue a written determination which affirms, rescinds or modifies the decision or determination within ten (10) days of the meeting. A copy of this written determination shall be forwarded to the employee at his/her last known address.

Inappropriate Workplace Relationships

Situations of actual or potential conflict of interest are to be avoided by all employees. All employees of YES are prohibited from romantic involvement with YES students. Romantic involvement with parents of students is discouraged if the relationship begins after hiring. Personal or romantic involvement with a supplier or subordinate employee of YES impairs an employee's ability to exercise good judgment on behalf of YES and creates an actual or potential conflict of interest. Administrator-subordinate romantic or personal relationships also can lead to administrative problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to the School Director or School Director for a determination as to whether a potential or actual conflict exists. If an actual or potential conflict is determined, YES may take whatever corrective action appears appropriate according to the circumstances.

Confidential Information

Faculty and staff are in daily contact with and have access to confidential and privileged information about students, their families, faculty, staff, other employees, and business dealings of the school. To protect the privacy and integrity of the school, its faculty, the students and their families, it is imperative that such information never be divulged or otherwise improperly used by faculty or staff members. Employees are responsible for safeguarding confidential information obtained during their employment with YES. Any breach of this policy will not be tolerated and may result in termination.

The processes and protocols, schedules, curriculum, and metrics are integral to the YES learning model. No proprietary material may be copied, reproduced, distributed, displayed, or performed without the prior written consent from the School Director and School Director.

Employment Relationship

Employment Agreements

YES uses annual Employment Agreements for all faculty members. Non-teaching staff members receive annual letters communicating their coming fiscal year's salary and benefits information.

Probationary Period

All employees not subject to an Employment Agreement must successfully complete a probationary period. A new employee's probationary period is the first twelve (12) months of an employee's employment with YES, but this period may be extended prior to its expiration for up to a total of eighteen (18) months at the discretion of YES, during which time YES may discharge the employee for any reason not a violation of law; no warning letter shall be required prior to the discharge of a probationary employee.

Employment Expectations

All employees are expected to:

- i. serve as a positive and contributing member of the YES community;

- ii. conduct themselves in a professional manner consistent with the expectations of their supervisors (e.g. punctuality, consistent attendance, attending to responsibilities, high quality of work);
- iii. comply with YES 's policies and procedures as set forth in this manual and as announced or distributed by the School Director or direct supervisors;
- iv. communicate effectively and appropriately with parents and other members of the community. utilize effective teaching strategies;
- v. embrace and utilize the teaching philosophies espoused by YES ;
- vi. effectively manage students for physical and emotional safety as well as conducting selves with integrity and respect for others and property, both inside and outside of the classroom.

Employees are expected to use **YES email and Slack** in the following ways:

- All staff should be checking email and Slack daily during the work day, including Fridays
 - Staff should use any planning times longer than 30 minutes to check their email & Slack at least once
 - On Friday workdays, teachers should regularly be checking their email & Slack throughout the day up until at least 3:00 pm
 - Staff should let colleagues know if they plan to be away from email or Slack for an extended period of time on Friday
 - Staff are not expected to check email or Slack before 8:00 am, after 4:00 pm, on the weekends, or on holidays
- Staff are not required to have Outlook or Slack on their phone, but can if they would like
- Staff should respond to emails/Slack messages within 2 workdays
- Staff should use email/Slack to set up a meeting to discuss something with a colleague rather than in-person. This allows all individuals to focus and prioritize throughout the day. If it is a team topic, add it to the appropriate meeting agenda.
- All staff should have a professional email signature that includes:
 - First and last name
 - Preferred pronouns
 - Title
 - YES (with hyperlink to website)
 - YES logo
- All staff who work with students should regularly be inputting SEL & academic observations about students into Slack
 - Academic observations for teacher's subject areas should be inputted at least once a week
 - SEL observations should be inputted as relevant within 48 hours of observation
 - Serious incidents should be inputted the day it happens and fill out the appropriate safety report

Employees are expected to use **texting/phone calls** in the following ways:

- All staff will keep texting/phone calls to a minimum and use Email and Slack for work-related communication
- Texting/phone calls may be used when:
 - There is a more immediate/urgent need

- There is permission from the receiving party
- There is non-work related communication, e.g. carpooling

Employees are expected to use the **YES Google Calendar and Drive** in the following ways:

- Use login:
 - YESstaff@gmail.com
 -
- Use the three Google Calendars to keep track of meetings, events, and staff absences/substitutes
 - YES Staff
 - Elementary
 - Middle School
- Make sure to either add relevant calendars to your personal calendar or keep the calendars open on a tab
- Use these calendars to check for information on meetings and events before reaching out to ask leadership or a colleague
- Use the [YES Staff Resources Google folder](#) to find and store resources
- Keep resources organized in folders
- Add this folder to your personal Google Drive or log in to YESstaff drive to access

Employees are expected to use the **YES Google Photo Albums** in the following ways:

- Use YES Google Photos album to document student experiences at school for families
 - [Middle School](#)
 - [Elementary School](#)
- Regularly document student learning, work, and experiences through photos and upload to the appropriate album
- Staff can upload by logging into the YES Staff Google account or through the own personal account
 - Hint: having the Google Photos album app on a phone makes for easy and quick upload

Employees are expected to follow the **Staff Absence Protocol** outlined below.

- Email the School Director as soon as you are aware of an upcoming absence to request leave.
- The School Director will add it to the YES Staff Google calendar and coordinate teacher coverage.
- If it is a last minute substitution, such as in the case of an illness, text or call the School Director.
- In the case of a one day absence, the School Director may coordinate for internal coverage when possible. The School Director will contact a substitute for longer absences or when internal coverage creates too heavy a burden on internal staff.
- Provide the School Director emailed and printed substitution plans with all needed materials.
- Substitution plans should include:
 - List of students
 - Schedule for the day that includes locations
 - Overview of routines
 - Details about administering learning activities

- In some cases when all are in agreement, the teacher, School Director, and substitutes may coordinate for substitutes to plan and lead their own activities. In this case, a list of students, schedule, and overview of routines should still be left for the substitute.

Employees are expected to **plan and document their curriculum** in the following ways:

- All curriculum should be documented and placed in the Planning folder in the YES Staff Google Drive
 - All plans can simply be an overview and can be adjusted and changed throughout the year
 - There are templates/examples for each type of plan for staff to use, but staff are also welcome to use their own format
 - If plans are on paper, teacher can upload a picture of their plans
- Each team (elementary & middle) should have an overview document for each Arc (example template)
- Each subject area teacher should have a general scope and sequence for each group of students (example)
- Each teacher should have a folder with their daily/weekly plans (example 1, example 2)

Employees are expected to participate in creating and implementing student **Individualized Learning Plans** in the following ways:

- Educators, families, and students will have 4 ILP conferences throughout the year - one in the beginning of the year and one at the end of each arc
- Teachers will enter student SEL and academic observations for each student at least one week before conferences.
- Teachers will support students with reflecting and goal setting in preparation for conferences. Teachers will help to enter this into each students' ILP.
- Teachers will lead ILP conferences and will prepare by reviewing colleague's observational notes in order to be able to speak to the observations of all teachers.
 - Teachers will work with the families and students to set objectives for the upcoming arc. Either with the family or after the conference, teachers will fill in how we will know the student is progressing towards this objective and how the team will help the student meet the objective.
 - Teachers will send the completed ILP to the family after the conference.
- Teachers will review all student completed ILPs and use this in their planning and teaching.
- The Head of Student Support will create a student objective "cheat sheet" for each team.

Employees are expected to participate in **meetings** in the following ways:

- Educators have the option to attend meetings in-person or virtually, though are encouraged to attend in-person when possible.
- All meetings will be in our YES Staff Google calendars with the relevant team members listed who should attend. Members of the meeting can add any agenda topics to the description section of the event.
- When possible, staff members should add topics to the agenda and wait until the meeting to discuss.
- Notes will be documented in Slack for all team meetings.

- Educators should be available for all staff meetings on Fridays.
- Further trainings or meetings may be held on Fridays before 3:00 pm, though leadership will make an effort to give educators as much planning time as possible.
- Each team (elementary and middle) will have one weekly team meeting that will include the School Director and Head of Student Support. These team meetings will be 1-1.5 hours depending on need.
- Each team member will have a weekly check-in meeting with the School Director. These meetings can last 15-30 minutes depending on the need.

Employees are expected to **communicate with families** in the following ways:

- Regular parent communication in-person and through email is essential to a positive partnership.
- In addition to responding promptly to parent emails, proactively communicating to parents about incidents, observations, etc. is important.
- If an in-person conversation is held, it is helpful to follow-up with an email for documentation purposes.
- Document relevant emails, meeting requests, and meeting dates in Slack.
- If a more serious physical, behavioral, or emotional incident occurs it is important to communicate with a parent that same day.
- The School Director and Head of Student Support, can also support with parent communication as needed. It is helpful to 'cc them to relevant emails.
- Weekly Friday emails should be sent with 2-3 observations in relation to one or more ILP objectives.
 - If possible, they should also include picture(s).
 - The teaching team can divide these weekly emails between them.
 - Document emails in student Slack channel
- YES Parent Code of Conduct

Employees are expected to utilize and adhere to the **educator to-do lists** for each team.

- The School Director will regularly update educator to-do lists for each teaching team
 - Elementary
 - Middle
- The to-do list will include the date by which an item should be completed and detailed instructions.

Best Practices for Teachers

YES is a professional learning community that openly supports teachers to be self-reflective, innovative, eager to learn, and to constantly seek out opportunities to collaborate and grow.

Below are the actions that make a highly effective YES educator in meeting the mission of YES .

This document will be used in conjunction with the Observation, Evaluation, and Support Program.

The Yellowstone Experiential School Rubric is a framework used to guide the long-term, iterative work of continuous improvement. Its detailed indicators help schools assess their organizational growth, set goals and priorities, and measure progress in a range of key areas. In short, the rubric helps YES staff and stakeholders understand where they are on the journey to realizing the mission, vision, and learning goals—and how to take practical steps to achieve their goals.

In the rubric, each design principle has a set of indicators that help isolate discrete facets of practice within a particular principle. The rubric scale has 4 rating delineations and their key words are as follows:

SUSTAINED	ESTABLISHED	DEVELOPING	EMERGING
<i>all/almost all always/almost always consistently</i>	<i>most usually frequently</i>	<i>several sometimes inconsistently</i>	<i>a few occasionally infrequently none or almost none</i>

ENGAGEMENT: All community members find meaning, purpose, and value in what they are doing.

Project-Based Learning: Meaningful, real-world, and experiential learning with an authentic audience and outcome

- displays and documents current student work to an audience beyond the teacher and affirms the work of the classroom is important, needed, and worth doing.
- consistently monitors student engagement and connects curriculum to student interests
- invites community partners to collaborate on projects
- creates meaningful opportunities to demonstrate student work with a broad real audience
- the work teachers and students do together is infused at all points with choice, design, and revision.
- the academic integrity of the work teachers and students do together is clear, and has meaning and relevance.

Love of Learning: Joyful, playful, and fun experiences that allow for choice and encourage curiosity and creativity

- maintains a learner-centered classroom that is a cognitively vibrant place
- the work is characterized by the active learning of both teachers and students.
- imagination and creativity are encouraged throughout the process of introduction, practice, demonstration, and completion of all learning activities.

Growth: Continuously building skills, knowledge, and character to best support each individual

- the role of the teacher-as-collaborator facilitates students to build skills to become more capable of self-support and self-respecting independence.

- creates projects and executes lesson plans with clear instructional objectives using a variety of classroom techniques that reflect an understanding of a wide range of effective pedagogical approaches and where learning targets are clear to students, parents and educator
- uses a variety of ongoing methods to assess student development, skill levels, and learning profiles, and differentiates instruction accordingly
- uses information from various forms of assessment to gauge student learning
- presents new activities and curriculum that build cumulatively
- educational experiences are responsive to student need to gather more facts, become more skilled, develop more depth of understanding, and use lessons as the basis for future experiences and learning.

Discovery: Exploration of a wide variety of content, experiences, ideas and materials

- presents content from a variety of lenses in order to be inclusive and illuminate multiple perspectives
- actively integrates technology to enhance student learning and innovation
- includes varied learning experiences for students over the course of their experience at YES

CONNECTED: All community members build a healthy relationship to self, others, and place.

Social-Emotional: Developing collaboration, self-knowledge, confidence, and well-being

- kindness, acceptance, and peace as core values are modeled and cultivated.
- healthy life skills
- approaches conflict and natural consequences which may arise with restorative justice and understands the point at which to consult with other educators, parents or the administrator
- direct-instruction, assessment, feedback, and differentiation of developmentally appropriate social-emotional skills
- provides accommodations and modifications to support students socially and emotionally

Community: Feeling valued, empowered, seen, and included in our diverse community

- helps students build pride and a sense of ownership in the school community
- supports an environment where students feel safe and honored, both personally and intellectually
- fosters a classroom environment where student interactions are characterized by the willingness to acknowledge differences and to share and respect different perspectives
- the value of teamwork is a consistent feature of classroom activity. Peer teaching and small group work are utilized to build experiences in which every learner is not only included but needed.

Place: Connection to our natural and built environment

- recognizes the importance of the classroom and actively maintains its appearance, organization, and physical space
- provides place-based YESn that builds understanding of students' natural environment
- takes the learning outside into the natural and built environment
- partners with community members to build community partnerships
- provides learning opportunities to better understand, love, and take pride in this place

Learning Team: Educators, family, and students working together to build student learning plans

- uses formative and summative assessments to deeply understand where student are at academically, socially, and emotionally
- communicates regularly with appropriate stakeholders - fellow teachers, parents, and students - about where students are at and how they can continue to grow
- provide opportunities for student reflection and for their voice to be heard about their own learning
- provide opportunities for parents to share their needs, priorities, and observations
- incorporate student and parent insights into student learning plans
- use student learning plans to guide instruction

CONSCIOUS: All community members practice critical thinking and awareness to benefit ourselves and others.

Citizenship: Becoming compassionate change agents who make our communities better

- makes connections between the classroom work, the surrounding communities, and the world beyond the community are clear.
- Uses materials that are sourced locally if possible, reused, and recycled
- responsible for waste accumulation and recycling all paper, plastic, metal. Compost of food waste is encouraged
- ensures that environment, curriculum, instruction, and projects are inclusive, diverse, and equitable
- provides opportunities for students to learn diverse perspectives
- supports students with the tools and experiences to become change-makers

Reflection: Mindfulness and awareness practices to gain understanding of ourselves and others

- facilitates reflection, as an essential activity, at key points throughout the work. Revisions and refinements, which are critical to improving learning, addressing accountability and living intelligently, are encouraged and supported
- integrates constructive, ongoing assessment and evaluation
- teaches and incorporates mindfulness activities

Critical Thinking: Using an open-mind and multiple perspectives to make informed decisions

- develops and models a multicultural practice
- teaches students tools to seek out multiple perspectives and always incorporates multiple perspectives into discussions, instruction, and projects

Knowledge Base: Direct instruction of curriculum standards to support an educated citizenry
YES integrates Good Life Goals with MT Core Curriculum Standards and Social Emotional Learning standards into projects so that students receive an YESn that is both locally and globally aware, while also building a core base of knowledge, skills, social emotional tools, and self awareness. Growth, learning and development with these three set of standards is reflected in our subject matter and learning outcomes/ projects.

- Montana Core curriculum standards are integrated into quarterly project planning and assessed through observations and assessment. Proficiency is documented in each student's Individualized Learning Plan.
- Developmentally appropriate social emotional skills and competencies are mutually agreed upon by parents, students and educators and are documented in Individualized Learning Plans
- We Will Park County is a citizen-informed initiative to help our citizens, organizations, and governmental entities better impact our shared future. Launched in 2019 from the input of more than 700 residents, We Will established a vision for the community across **five key areas**:

Landscapes and Natural Amenities

Small Town and Rural Lifestyle

Economic Performance

Housing and Affordability

Health Safety and YESn

These goals will be integrated into quarterly curriculum and projects and learning and outcomes and measured and documented. All projects will have community goals integrated into learning outcomes.

Professional Educator Responsibility

The Educator:

- continues to develop knowledge and skills to stay current with contemporary thinking and best practices by seeking opportunities for growth and renewal included and not included with YES professional development opportunities
- actively seeks feedback and advice directly from individuals who can best collaborate on the issue at hand
- maintains an open-minded, positive, and reflective attitude; displays enthusiasm and inspiration in teaching and shows genuine concern for student growth
- maintains a professional demeanor, attitude, and appearance in all circumstances
- uses time and resources effectively, adhering to deadlines
- seeks and participates in professional development opportunities, including initiating action research
- consistently keeps parents informed and works with them in a collaborative manner, establishing and maintaining respectful, authentic relationships
- actively participates in the whole organization and its development
- maintains appropriate boundaries among students, families, and colleagues in a fair, firm, and friendly fashion
- collaborates with administrators and colleagues to set and adhere consistently to boundaries and enforce school safety rules
- communicates directly and respectfully when there is a question or a concern with a colleague or an administrator

Procurement and Sustainability Guidelines

YES believes deeply in walking the talk and creating the change we want to see in the world. We demonstrate that as individuals and as a community through;

- purchasing local, sustainable products
- purchasing quality made materials, equipment and products that last vs disposable low quality options
- using as few resources as possible including copy paper, while still maintaining learning best practices and outcomes
- reusing and reducing waste whenever possible prior to buying new products
- recycling in school and at all school sponsored functions
- using low-emissions transportation as much as possible
- purchasing local food as much as possible
- purchasing only 100% recycled paper, toilet paper, paper towels and other paper products

Student/Teacher Relationship

The teacher student relationship is unique to each individual. Connection, respect and understanding foster learning, creativity, and the safety to grow and develop to one's full capacity.

As educators we care for students and form connections and relationships. A healthy relationship dynamic between students and teachers is built upon the premise that teachers are friendly but not friends. This can be explained by demonstrating the difference between private and public relationships. Private relationships usually encompass our family and friends, where our imperfections tend to be accepted. We generally have these relationships on an "as is" basis. We expect not to be judged, and we expect loyalty—love in a broad sense is the "currency." Public relationships, on the other hand, encompass everyone else. In public relationships, reciprocity is the "currency." We expect respect and gain it by being accountable for our actions. At all times, the teacher/student relationship is a caring one, a relationship that requires great patience and understanding, yet public and based on mutual respect.

It is also important to note that in adult friendships, age differences do not matter. Adult friends have equal power to retain personal identity and shape the course of the friendship, including its dissolution, if necessary.

School children, however, do not have that equal influence on growing relationships, and they are vulnerable. Adults are in positions of authority, and this creates greater influence on children than it does on other adults.

We need to maintain balance and boundaries with students to support their growth and development but not use the relationship to support our needs as adults. It is critical that teachers understand the distinction between private and public relationships and act accordingly for the betterment of the students, parents, and community they serve.

Parent Communication

Regular, positive communication with parents is essential to building a partnership together in support of student learning, well-being, and community. This includes exchange of information regarding logistics,

academic and social emotional growth areas and successes, and appropriate teacher-parent relationship building to get to know backgrounds, interests and values.

Platforms

Communication best practice is in person or via email. Personal phones need not be used except in emergencies.

Frequency

Weekly and quarterly updates pertaining to ILP goals and progress. Daily greetings.

Teacher-Parent Conflict Resolution Procedure

The staff at YES recognize the desire of the parent body to have a voice in the educational process of their children. The following procedure is to help facilitate a positive learning environment in which good problem solving skills are utilized and modeled for our students. When a conflict arises between a parent and a staff member of YES, the following steps should be taken; the issue must not be discussed with other parents or staff in the school, but should be dealt with one on one. Most problems can be resolved in this manner.

1. The parent should arrange a meeting with the staff member to discuss their concerns and attempt to come to a mutually agreed upon solution.
2. If mutually agreed closure is not reached, the parent may arrange a meeting with the School Director of YES. In this meeting the parent should discuss the attempts that have been made to settle the problem with the staff member. The School Director, at their discretion, may invite the staff member to be present.
3. If there is still no closure, the parent may request a meeting with the School Director. The School Director, staff member, and parent may be present at this meeting. The Executive Direction has three options:
 - Remand the conflict back to the School Director, with a directive to find a reasonable and quick resolution.
 - Remand the conflict back to the two parties, with the School Director mediating the conflict.
 - Mediate the conflict and render a decision to resolve the conflict.

If any conflict involves individual safety, a threat to the preservation or security of YES's facilities, or a direct or blatant violation of school policies or procedures, the board shall be notified immediately by the school School Director, school personnel, or member.

Custody Disputes

Co-Parenting is challenging and is often emotional where conflicts arise and subjective information is provided by each parent.

We want to provide kids with a safe, neutral learning environment. Educators will document in writing any relevant information about physical or emotional experiences shared by parents that may inform understanding. of a student's well-being and mindset at school. Teachers are not responsible for the safety and well-being of students that originates from the home or neighborhood. We support safety and well-being as much as possible through communication and healthy modeling while at school, but this is ultimately the responsibility of parents and the state, outside of the classroom.

Intake of information about first person experiences should be encouraged with parents. If a parent communicates concerns about another parent, they should be encouraged to talk to child protective services or an attorney. Teachers should avoid becoming involved in family disputes and act as a neutral champion for the academic and healthy emotional development for the student while at school bearing in mind the distinction between private and public relationships.

Communication of Records

It is the policy of YES that the school presumes that the person(s) who enrolls a student in school and who is listed on the enrollment application and contract is/ are the residential parent/guardian(s) of the student and that the residential parent/guardian(s) is responsible for decisions regarding the day-to-day care and control of the student.

The school, unless informed otherwise, assumes that (1) there are no restrictions regarding the nonresidential parent's/guardian's right to be kept informed of the student's school progress and activities; (2) the residential parent and nonresidential parent have the right to make joint decisions about the YESn of the student; and (3) either parent may make emergency decisions affecting the health or safety of the student. If restrictions are made relative to the above rights, the residential parent/guardian needs to submit a signed copy of the court order which curtails these right(s) to the School Director.

Unless there are court-imposed restrictions, the nonresidential parent/guardian, upon request, will be given educational records, including but not limited to, academic reports, notices of school activities, reports of disciplinary actions, or notices of teacher or administrator conferences or summaries.

If there is a court order and/or parenting plan on file with the school that restricts and/or prohibits a student's contact with any parent or other person, or allocates decision-making authority between parents, the school will abide by the terms of that court order and/or parenting plan.

Individualized Learning Plans (ILPs) - Learning Metrics

YES uses Individualized Learning Plans (ILPs) as roadmaps for each student's YESn plan. They document student learning, stakeholder observations and priorities, and social, emotional, and academic goals. ILPs are created in partnership with students, parents, and teachers and are a structure to document planned action to achieve goals, and measure growth and proficiency. ILPs are developed during conferences prior to each learning arc and are used to revise goals and measure growth throughout the year with students, parents, and educators. Their intention is to capture each student's unique learning needs and interests, strengths and opportunities for growth so that students, parents and teachers are clear and invested in academic and social-emotional goals with a place where proficiency and growth can be measured.

Supervision, Evaluation, and Professional Growth

Reflective practice is a hallmark of YES. In keeping with this core value shared by faculty and staff, the formal system of evaluation used to support employees in their professional growth is reviewed annually and adjusted according to the needs of individual members of the faculty and with the School Director.

Evaluations are conducted to assess an employee's contribution towards meeting the mission of the school; including student academic learning outcomes, student social and emotional growth and

development, and community engagement and impact. To measure and reflect upon contributions and opportunities for growth, administration will use a qualitative assessment of curriculum taught, academic and well-being proficiencies and learning outcomes gained, effective teaching strategies, and community project engagement and outcomes. The system of supervision, evaluation, and professional growth for faculty members will be conducted at least once per academic year per person and includes classroom observations, written self-reflection, and discussion of successes/challenges/recommendations for support based on expectations delineated within this Handbook.

Work Week and Hours

The teacher work week is Monday through Friday. Fridays are reserved for planning and meeting days. The academic day for students begins at 8:30 am and ends at 4:00 pm, Monday-Thursday. Students may arrive at 8:30 am while educators are preparing for the day and use designated facilities or participate in undistruptive activities. Fridays are planning and meeting days for all staff.

Full time educators must arrive no later than 8am and leave once all students are gone and space is cleaned and organized Monday through Thursday. Full time educators should be available for meetings, trainings, and communication via email and Slack from 8:00 am to 3:00 pm on Fridays, unless given written permission by the School Director ahead of time. Other temporary employees or contracted employees must arrive prepared prior to work time with students and leave when all necessary process and conclusion of work is complete. This time should be budgeted in paid planning time allocation.

Calendar

The academic school year for 2024/25 begins August 21 2024 and ends June 5th 2025. Teachers are contracted to begin work on August 21st and end work June 11th in order to include beginning of the year training, set-up, and planning and end of the year reflection and clean up. A master calendar will be provided.

Paychecks

Paychecks are issued monthly on the 15th of each month and will be direct deposited. If an employee is terminated for any reason, the employees final wages (including discretionary time off and sick time off, where applicable), such employee's wages will be paid on the next regular payday, or within fifteen days of the employee's separation from YES, whichever occurs first.

Employment of Substitutes

Substitute teachers must be interviewed, background checked, and pre-approved by the School Director or their designee prior to their first day of substitution. Upon approval by administrators, administration and educators will provide necessary training and information to begin employment at YES .

Personnel Records and Employee References

Employees have a right to inspect certain documents in their own personnel file, as provided by law, in the presence of a YES representative at a mutually convenient time. No copies of documents in the personnel file may be made, with the exception of documents that have been previously signed. An employee may add comments to any disputed item in their file.

YES will restrict disclosure of personnel files to authorized individuals within YES . Any request for information from personnel files must be directed to the School Director. All inquiries regarding employees who are currently employed or who have been previously employed by YES are to be referred to the School Director or School Director. Frequently, an employer will inquire about an employer's character or abilities. This information is considered confidential and will not be released. The School Director or School Director will only provide confirmation of information provided by the employee or former employee to a third party. That information is limited to dates of employment and job title. The only exception to the above statement is that YES may release salary information to credit institutions when such information will assist the employee in securing credit, provided the request for salary information is made in writing and the employee authorizes the release of the information.

Termination of Employment

Unless subject to a contract for a specific term, employees are hired for an indefinite tenure. YES expects that an employee wishing to resign shall give two weeks advance notice to YES . Following completion of an employee's probationary period, the employee may be terminated for any reasonable, job-related ground, including without limitation, the employee's material or repeated violations of the express provisions of YES policies (including this handbook), a failure to satisfactorily perform the employee's job duties, the employee's disruption of YES 's operations, or other legitimate business reasons as determined by YES , as determined by YES while exercising its reasonable business judgment. Discharged employees shall be notified, either electronically or in writing, of the grievance procedure described above no later than fourteen (14) days after their termination.

Grounds for Termination without Notice

YES reserves the right to immediately terminate an employee without notice in the following, non-exclusive list of situations:

1. Falsification of employment records, employment information or other YES records
2. Theft, deliberate or careless damage or destruction of any YES property or the property of any employee, student or visitor
3. Removing or borrowing YES property without prior authorization
4. Unauthorized use of YES equipment, time, materials, or facilities
5. Provoking a fight or fighting during working hours or on YES property
6. Participating in inappropriate horseplay or practical jokes on YES time or on YES premises
7. Carrying firearms or any other dangerous weapons on YES premises at any time
8. Engaging in criminal conduct whether or not related to job performance
9. Causing, creating or participating in a disruption of any kind during working hours on YES property
10. Insubordination, including, but not limited to, failure or refusal to follow the instructions of an administrator, or the use of abusive or threatening language toward an administrator
11. Using abusive language at any time on YES premises
12. Inappropriate or unprofessional communications with students or parents or YES employees
13. Failure to notify an administrator when unable to report to work
14. Unreported absence of two (2) consecutive scheduled workdays

15. Failure to obtain permission to leave work for any reason during normal working hours
16. Failure to observe working schedules, including rest and lunch periods
17. Failure to provide a physician's certificate when requested or required to do so
18. Sleeping or malingering on the job
19. Working overtime without authorization or refusing to work assigned overtime
20. Wearing extreme, unprofessional or inappropriate styles of dress while working - for further clarification regarding appropriate dress, see below or speak with the School Director
21. Violation of any safety, health, security or YES policies, rules or procedures
22. Committing a fraudulent act or a breach of trust under any circumstances
23. Unlawful harassment
24. Inappropriate touching of any student or faculty

YES may discipline employee by oral reprimand, written reprimand, discipline:

1. Carelessness or negligence in the performance of an assigned duty or in the care and use of YES property;
2. Failure to report an absence in accordance with the attendance and leave policies;
3. Absenteeism or tardiness in reporting to work or returning from rest periods or meal periods;
4. Inefficient, substandard or negligent performance of an assigned duty or responsibility;
5. Smoking in prohibited areas;
6. Impermissible gambling on YES 's premises;
7. Using offensive language or indulging in malicious gossip;
8. Leaving the YES 's premises during work hours without permission;
9. Unauthorized absence;
10. Collection of funds or solicitation for any purpose whatsoever on working time unless expressly authorized by YES 's School Director or School Director;
11. Distribution of literature, leaflets, notices, petitions of any outside organization during work hours or in work areas unless authorized by YES 's School Director or School Director;
12. Disregard of safety rules;
13. Discourtesy to one's fellow employees or to the public in any manner;
14. Unauthorized release of YES information;
15. Participation in, or silence regarding any illegal activities connected with the workplace. Knowledge of any activities should be reported to employee's supervisor or the next management level;
16. Indulging in any behavior either on or off the job that has a negative impact on YES 's image, business goals or programs;
17. Failure to immediately report any work related injury, disease or accident to the Employer; or
18. Violation of YES 's work rules, policies or procedures.

Workplace Safety

Background Information

Each prospective employee must undergo a background investigation prior to beginning employment. In addition, all employees should inform YES of all convictions that have not been annulled.

The background investigation may also include other investigatory tools. These may include but shall not be limited to formal and informal investigations of references, motor vehicle histories, credit histories, etc., as may be relevant to the job position held.

The fees and associated costs for background investigations shall be paid by YES .

Consent and Confidentiality

Background investigations will be conducted upon receipt of a signed consent form. Records and information received shall be held in the strictest of confidence on a need-to-know basis.

Conditional Employment

Offers of employment are conditional, pending a successful completion of the background investigation process.

Like existing employees, all persons employed under a conditional offer of employment will be eligible for coverage based on the terms and conditions of the relevant health and other insurance programs. Any such coverage will immediately cease, and will not be subject to extension under COBRA, if the conditional offer does not become a final offer of employment by reason of application of this policy.

Ongoing Duty to Report

As a condition of continued employment, all employees must report to the School Director or School Director if any such employee or any resident is convicted of a crime. Failure to make such a disclosure shall constitute grounds for disciplinary action up to and including immediate dismissal in the sole discretion of the School. Reports of any convictions will not necessarily result in automatic suspension or termination of employment and/or residency; however, YES shall take such action it deems necessary to safeguard the well-being of its students and employees.

Questions

Any questions about this Criminal Background Investigation Policy should be directed to the School Director or School Director.

Public Health Policy

Parents, educators and staff should notify the School Director with any development of infectious symptoms to discuss risk to others, direction to avoid contact, and should stay home while sick to prevent the spread of infection to others. Masks must be worn if collectively decided amongst staff and School Director to reduce risk of infection through pandemics or flu season.

In addition, educators and staff should wash hands regularly and cover and treat any open wounds accordingly.

Smoke-free Workplace

YES will comply with all state and city smoking regulations. Employees may not smoke on campus.

Building Guidelines

In the school's ongoing attempt to provide and maintain safe working conditions for all employees, YES strives to comply with all applicable health and safety laws and regulations. All employees are responsible for practicing safe work habits to assure the safety of themselves and their fellow employees, to report immediately any health or safety hazards to the School Director, and to keep their work area free of dirt, paper or other material which could create a health or safety hazard.

All employees will encourage, and assist as needed, all students to practice health and safety habits as appropriate.

Floor and Walkway Care

After breaks and lunch times all food droppings, wrappers, and spills must be cleaned up. Spills on carpet areas must be cleaned immediately. Use a sponge to clean as much as possible and contact the facilities director to coordinate final clean-up. Do not use markers or paint to write on floors.

Open Flames

Safety codes prohibit burning open flames or incense in any school buildings except for science labs with adequate exhaust systems.

Restroom Use

Always wash your hands after each visit. Place paper towels in trash cans only; do not place paper towels in toilets.

Power Tool Use

Any use of power tools must be used in accordance with manufacturers instructions and recommendations and returned to its proper location.

Serving of Alcohol for Campus Events

As an educational organization, we do not promote drugs or alcohol and can celebrate events and learning without. The school recognizes that there are certain small to moderate sized administrative and trustee-organized social events for parents on campus for which the serving of beer or wine is desired. Our policy is that these events be for less than 100 people, that no students be on campus during the events, and that all bottles or cans be recycled immediately off campus.

The request for the serving of beer or wine must be approved well in advance by the School Director.

Recycling

The school recycles all mixed papers, cardboard, plastic bottles and aluminum. Recycle bins are located throughout the building. Please support this practice with designating students to help and keep

receptacles clean and emptied. We want to practice awareness of and responsibility for our waste and look for ways to create a closed loop resource use system.

Security

The following security considerations are offered to help maintain a secure workplace:

- Be sure to inform School Director, Head of Student Support, team members of any changes in class schedule or location.
- Be aware of persons loitering for no apparent reason (e.g., in parking areas, walkways, entrances/exits and service areas), and report any suspicious persons or activities.
- Electronics should be secure at the end of the day or when an employee is not present in the work area for an extended length of time. Do not leave valuable and/or personal articles in or around work stations that may be accessible.
- The buildings may have cameras installed to monitor activity.

Emergency Procedure

See Emergency Procedure Document.

Illegal Activity

YES is committed to conducting its academic and administrative responsibilities in an ethical and lawful manner and in accordance with applicable laws and regulations. YES depends on its faculty, academic professionals and staff to share in this responsibility through the timely reporting of suspected illegal activity.

“Illegal activity” ranges from conduct commonly and clearly understood to be criminal in nature and potentially punishable by imprisonment, such as burglary and assault, to acts which may more likely result in fines or penalties under federal, state or local law, such as possession or use of alcohol or controlled substances.

While faculty and staff should report any potentially illegal activity, such activity which poses a threat to the safety of anyone is of particular concern and should be reported immediately to the School Director.

Substance Misuse

YES is concerned about the use of alcohol, marijuana, illegal drugs or controlled substances as it affects the workplace and because it is a symptom of ill-health for team members we care about. Use of these substances whether on or off the job can adversely affect an employee's mental and physical health, relationships, work performance, efficiency, safety and health and therefore seriously impair an employee's value to YES. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and the students and exposes YES to the risks of property loss or damage, or injury to other persons. Furthermore, the use of prescription drugs and/or over-the-counter drugs also may affect an employee's job performance and seriously impair the employee's value to YES.

The following rules and standards of conduct apply to all employees either on YES property or during the workday (including meals and rest periods) and are strictly prohibited by YES :

- i. Possession or use of drugs or alcohol, or being under the influence of alcohol while on the job
- ii. Driving a vehicle in the service of YES while under the influence of alcohol or drugs
- iii. Distribution, sale or purchase of an illegal or controlled substance while on the job
- iv. Possession or use of an illegal or controlled substance, or being under the influence of an illegal or controlled substance while on the job

Violation of the above rules and standards of conduct will not be tolerated. YES also may bring infractions to the attention of appropriate law enforcement authorities.

In order to enforce this policy, YES reserves the right to conduct searches of YES property or employees and/or their personal property while on the work site, and to implement other measures necessary to deter and detect abuse of this policy.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off YES property will not be tolerated because such conduct, even though off duty, reflects adversely on YES . In addition, YES must keep people who sell or possess controlled substances off YES 's premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify an administrator of such use immediately before starting or resuming work.

YES will encourage and reasonably accommodate employees with chemical dependencies (alcohol or drug) to seek treatment and/or rehabilitation. To this end, employees desiring such assistance should request a treatment or rehabilitation leave. YES is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is YES obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation but fail to successfully overcome their dependency or problem will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect YES 's treatment of employees who violate the regulations described above. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

Reporting Child Abuse and Neglect

Montana law mandates that every employee who works directly with children has a legal duty to understand the requirements to report suspected child abuse:

Educators should understand and follow [MT DPHHS School Child Abuse and Neglect Guidelines](#).

An employee who suspects child abuse must also speak with the School Director or Head of Student Support, who can make the report on behalf of the employee and the school, or who can assist the employee on the procedures in making a report to the authorities. Any employee who makes a report of suspected abuse must also advise the School Director. By reporting the suspicion or knowledge of child abuse quickly to the administration and the appropriate authorities, the child is protected from further injury and our school and the employee are protected against civil and criminal liability for failing to report such instances. Two (2) or more employees who have a duty to report can agree that one (1) of them shall report the suspicion or knowledge. Verification of this agreement should be in writing designating the person who is to report. Reports of suspected child abuse must remain confidential. Each employee will be required to fill out required documentation about the child abuse.

<https://docs.google.com/forms/d/1CBdSZUCjNgbFCZ0Ca95DWdwj7plx7-siBx1X2Gwsg2M/prefill>

If you suspect abuse or neglect or if you are in receipt of information regarding child abuse/neglect or suspected abuse/neglect please follow these steps:

- i. Contact the School Director or Head of Student Support directly.
- ii. Gather all relevant and available information from individuals* involved in bringing this information forward in addition to consulting with professional organizations

**if information is brought to you by a teacher or staff member advise them to keep this information confidential and because it is confidential they will not be privy to any further information.*

- iii. Make the report to the state of Montana. There is no legal requirement or expectation that the mandated reporter notify parents that a report has been filed. In some cases notifying parents could be counterproductive, thus we do not expect or require that parents be informed. However, depending on the circumstances parents MAY be notified if we ascertain that notification is in the best interest of the child.
- iv. Those who have knowledge of the report having been made should be as few in number as possible on a need to know basis to support students. Ideally, at a maximum, those involved should be the educator witness or reporter and the School Director.

Workplace Guidelines

Parking

YES locations in Livingston have no assigned parking at this time. All employees must find parking and be responsible to move vehicles every two hours to avoid a parking ticket if parking in the immediate downtown vicinity. Out of respect for our business neighbors, employees should park in residential or public parking lots.

Dress Code

YES' s goal with regard to workplace appearance is to present, at all times, a professional, clean, self-respecting, mature demeanor to our students, our parents, and the public. All employees are expected to reflect these values in their attire. Clothing should also be appropriate for the activity whether it is a meeting with parents or field study. Garments displaying politically charged themes, questionable language or images are prohibited. Faculty is expected to dress appropriate to the occasion and the

specifics of their daily duties in the school. The School Director reserves the right to determine the appropriateness of professional dress attire at YES .

Attendance

Faculty attendance is expected for each scheduled student school day throughout the September through June academic year as well as scheduled collaborative work days before and after the academic year to prepare and conclude business.

Communication Policies

YES provides access to the internet and a school-issued email account to its employees. Employees are to maintain a professional manner while using their school-provided access to the internet, keep to an absolute minimum the amount of time spent on personal matters while at work, and avoid visiting websites that are inappropriate for viewing in the workplace. Unless written approval is received, do not refer to the school or any of its students, families, or employees outside the realm of school business.

Email/Voicemail/Mail

All employees should check their YES email, and at least bi-weekly during the summer for faculty. All school employees are expected to return calls and respond to email within two business days, and preferably sooner (for example: an email sent on Thursday morning should be responded to by the end of day on Friday. An email received on Friday morning should be responded to by end of day on Monday). Some communiques will warrant an immediate response, even as a placeholder that a more considered response will be forthcoming. In the case of planned absences, employees should use the “out of office” feature on their email and change their voicemail to indicate whom to contact in their absence and the date of their return.

There are times when a parent, student, or colleague might leave a message or send an email that is unsettling. In those cases, employees should be sure to pause to reflect before responding in a way that might inaccurately—or accurately—reflect their frustration or offense. Additionally, it is generally wise to confer with the School Director or School Director before responding to an email that has been upsetting, as a terse or offensive response, no matter how warranted it might seem, will usually result in the School Director’s involvement in succeeding conversations.

YES.life Email Accounts

YES.life emails are the property of the school and are not an employee’s private property. Emails may be opened, read, and/or copied by an authorized administrator. YES hosts email accounts for active employees of the school only. Upon termination of employment with the school, the email accounts and all emails and information in the accounts will no longer be available to past employees.

Inquiries from the Media

If any employee is contacted by a member of the media to speak on behalf of the school for an article or news piece, refer the individual to the school's School Director or use best judgment. If pushed for a comment or response, answer honestly and respond that you will return their call or email when you have accurate information.

Social Media

Blogs, podcasts, and social media websites such as Facebook, Twitter, and LinkedIn offer members of the YES community an opportunity to connect, communicate, and extend learning. However, use of online tools requires diligence and responsibility. We seek to reinforce these ideals through age-appropriate curriculum that focuses on developing ethical behavior, building empathy, understanding privacy, and establishing a tone of decency in all communications. Any misuse of social media, including cyberbullying, compromises these goals and can result in disciplinary action.

Publishing work, photos, or ideas on the Internet is a very public activity. All members of the community—including faculty, staff, students, families, and other members of the YES community—should carefully consider the unintended consequences of anything published. If it would be uncomfortable to have an employer, parent, or college admission officer view the material, don't publish it. Even if something is deleted after publishing, it could be found on the web years later. Additionally, anyone can access the Internet and view a blog, wiki, or social media page. Even if the page is "protected," there is nothing to stop others from copying the material and placing it on other web pages.

Faculty members who film, photograph, or record school events must exercise caution when posting images or clips; some YES families have explicitly requested privacy and are listed on the annual "Do Not Photograph" (DNP) list. Please only use first names and last initials to identify YES students who are cleared to photograph or film.

Social media policies:

- Faculty and staff cannot "friend" or accept as "friends" current students
- Faculty and staff must first obtain permission from the appropriate school director before posting or sharing photos, videos, or information that identifies YES, its students, faculty, or staff on any website outside of the school-maintained website, including teacher pages that are hosted on non-YES servers, or as an electronic file for others to reuse
- Students that are on the annual "Do Not Photograph" (DNP) list should never be photographed or videotaped for public use, even if they would like to allow it
- When creating a podcast, do not record anyone without his or her consent or awareness

Additional Social Media Guidelines:

As an educator you are a public figure in the community and may be held to different standards. Be mindful that what you share publicly can be perceived as representative of YES.

Use restraint and discretion when interacting with families via social media. Faculty and staff are not obligated or encouraged to accept "friend" requests from parents.

School Computers

YES strives to offer full-time teachers excellent resources, and foremost among these is a school-owned computer. The following are expected norms when using a school issued computer or laptop:

- i. The computer or laptop is provided solely for school-related work, and will only be supported as such.
- ii. All files and data on the computer are the responsibility of the employee. Computers do crash and data can be erased. Please be responsible about backing up data.
- iii. iii. As the computer is school-owned, it may periodically be monitored or taken for maintenance. While we will absolutely try to work within teacher's schedules, please do not do anything to interfere with these operations. This includes deleting the Admin account on the computer or changing the account password.
- iv. iv. Please keep computers and laptops clean. Any stickers/labels etc. placed on the computer must be **completely** removed at the end of the year.
- v. v. Employees are welcome to take the computer to or from YES, but please keep in mind that you are wholly responsible for the computer. You will be held accountable for damages and lost parts—including chargers and LCD adapters. You are provided with one (1) charger and one (1) LCD adapter. Should these be lost or stolen, you will be responsible for replacing them. The approximate cost for a charger is \$80 and LCD adapter is \$30. Both are available at any local Apple Store. If your computer is damaged and requires repair, you will be held responsible for the cost of the repair. This includes repairs for drops, dents, spills or other accidents. A serious repair will cost approximately \$1200.
- vi. Employees are required to return laptop computers, peripherals, and any other equipment that is the property of YES upon termination of employment.

Student Fundraising

Students are supported in developing their social consciousness and responsibility as active citizens. To monitor the number of fundraising activities by students, individual fundraising or collections is not allowed.

Students with specific ideas are asked to discuss their plan with their teacher and work with their class to develop the idea. Fundraisers should align with aesthetic, environmental, and social values of the school.

Expense and Reimbursement Policies

YES will pay all budgeted and approved school-related expenses incurred by employees in the performance of their job responsibilities. Employees must obtain authorization for all such expenses before they will be paid by YES.

Maintaining Professionalism

Maintaining professionalism in our community is critical to success as an employee at YES. To maintain that professionalism, we ask that all employees avoid crossing boundaries that might compromise their professional objectivity and send confusing messages to parents, students, and other school constituents. Restraint and discretion should be the norm and any employee should consult with his or her direct supervisor prior to contact of this nature.

Listed below are some examples of activities that YES considers inappropriate for a professional and which are not sanctioned by the school:

- Spending time or contacting one's students outside of school without the parents' permission
- Representing the school or using the school logo without permission
- Soliciting parents or students for gifts, gratuities, or special favors
- "Cyberbullying" any parent, student, employee, or affiliate of YES, which is defined as willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.

Benefits

Health Care

Health Care benefits are included as a benefit to all full-time employees. An organization health plan is offered as an opt-in benefit. YES will pay up to \$500 for a low-deductible health care plan. No health care stipend will be paid in lieu of a plan if staff choose to opt out. Staff spouses and kids may also use the plan but must pay for the policy.

Life Insurance

A life insurance plan is optional and staff may opt in and contribute through payroll.

Retirement

YES staff have access to setting up a retirement plan and may contribute through payroll.

Vacation and Time off

During the teaching year, the school will be closed during the scheduled winter break, spring break, and any other school holidays as determined by the School Master Calendar, and faculty are not expected on campus. Faculty members who have completed all expected and/or assigned work may begin summer break after the last scheduled meeting in June, returning to campus for the first scheduled meeting in August. Requests for additional time off must be approved in advance by the school director and fit within the policies outlined in this handbook.

The School will be closed to observe the following holidays and breaks:

Labor Day
Thanksgiving Break
Winter Break
Martin Luther King, Jr. Day
President's Day
Spring Break
Memorial Day
Independence Day

During the twelve (12) month fiscal year, September to August, all administrative staff members receive the scheduled winter break, the scheduled spring break, and any other school holidays as determined by the School Master Calendar.

Please note: any celebrations, training, or self-improvement activities of a personal, rather than professional, nature should occur during the weeks when school is not in session.

Religious Holidays

An employee may request time off to attend religious services and/or observe religious holidays. YES will attempt to make reasonable accommodations of the requests of faculty and staff based upon the needs of the school. Employees must notify the School Director at least two (2) weeks in advance of such holiday. Employees requesting time off for a religious service or observance may be requested to work on a non-religious holiday.

Time Off Around Holidays and Vacations

Faculty are expected to work their last scheduled workday preceding a holiday or start of a vacation period and also work their first scheduled workday following the holiday or completion of vacation period unless prior approval has been granted based on a verified illness or emergency that prevented the employee from working the full scheduled workday(s). "Vacation Period" includes Thanksgiving vacation, Winter Break, Spring Break, and Summer Break. "Summer Break" is defined as beginning on the first day after the last scheduled faculty meeting in June and ending on the day of the first scheduled faculty meeting in August. Faculty who take time off preceding or following a holiday or start of a vacation period for personal reasons without prior approval will not be paid and may be subject to disciplinary action.

Non-teaching, administrative staff members are also generally expected to work on the days immediately prior to and following scheduled school breaks. Because office work, specifically, sometimes requires non-teaching staff members to be present and/or working during winter, spring, or other breaks, they may at times allow for more flexibility. All offices must be staffed appropriately on days when school is in session.

Sick Leave

Employees of YES are eligible for five (5) paid sick days if leave is unforeseeable due to illness. The employee must provide notice of illness as soon as practicable, either verbally or in writing. YES may require verification of illness such as a doctor's release to work or receipts of hospital stays or other documents.

Any extended time off (i.e. more than five days) required for illness is unpaid leave. If time off for illness is extended beyond five consecutive days, YES will require verification of illness such as a doctor's release to work or receipts of hospital stays or other documents that demonstrate verification for absences lasting five consecutive work days or more. Sick time beyond the 5 days will be treated as unpaid leave.

Discretionary Time Off

The school's policies relating to time away from work are based on a basic belief in the professionalism of educators and with the expectation that a teacher's primary concern is the YESn of the students with whom he or she works.

YES pays for 2 discretionary days off for personal use. Please request days off in writing from the School Director as soon as possible.

Accrued and Unused Time Off

If an employee's employment with YES is terminated for any reason, whether voluntarily or involuntarily, and the employee has accrued but unused time off, the employee will be paid for those days on their final paycheck.

Workers' Compensation Insurance

YES, in accordance with state law, provides insurance coverage for employees in case of work-related injury. The workers' compensation benefits provided to injured employees may include:

- i. Medical care
- ii. Cash benefits, tax free, to replace lost wages
- iii. Vocational rehabilitation to help qualified injured employees return to suitable employment

To ensure an employee receives any workers' compensation benefits to which he or she may be entitled, the employee will need to:

- i. immediately report any work-related injury to his or her administrator and the human resources manager;
- ii. seek medical treatment and follow-up care if required;
- iii. complete a written Employee's Claim Form for Workers Compensation Benefits and return it to the human resources manager;
- iv. provide YES with a certification from a health care provider regarding the need for workers' compensation disability leave and the employee's ability to eventually return to work from the leave.

Under most circumstances, upon submission of a medical certification that an employee is able to return to work from a workers' compensation leave, the employee will be reinstated to his or her same position held at the time the leave began, or to an equivalent position, if available. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if the employee on workers' compensation leave would have been laid off had he or she not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining YES's ability to operate safely and efficiently during the leave, and there are no equivalent or comparable positions available, then the employee would not be entitled to reinstatement.

**Employee Handbook Receipt and
Acknowledgement**

YES is committed to creating and sustaining an inclusive, multicultural community that fosters a deliberate respect for all. All community members are responsible for ensuring a tone of decency and trust.

By signing below, we acknowledge that we have read, understand, and agree to all terms within this Employee Handbook.

Employee Name

Employee Signature

Date

School Director Name

School Director Signature

Date

School Director Name

School Director Signature

Date

APPENDIX E: ERS 2022/23 Annual Report



Education

ANNUAL REPORT
2022/23



Photo: Tour and art workshop at
Archie Brae, Helena

DIRECTOR'S STATEMENT



Dear friends and neighbors,

Now into our 4th year, we're excited to continue to provide meaningful and engaging education to support students' innate love of learning; a foundation of knowledge and skills; and a secure sense of self. We are also poised to continue to refine our process for the strongest, measured learning outcomes possible for each student.

Educatio strives to create a school environment and education that nurtures each child's natural curiosity, playfulness, extraordinary creativity, need for connection, and sense of purpose. We do this by seeing kids and giving them space to be who they are.

Over the past three years, Educatio students have been building academic proficiency and self-confidence through connection and healthy relationships, community projects, innovation sprints, theater, field studies, educational video production, cooking, skiing Bridger, creativity and arts, ceramics, tree planting, wood working, poetry slams, and more.

We believe deeply in providing this alternative educational opportunity as a public education option. Many in Park County and across the nation are opting out of the only publicly-funded options and forging the way to meet their child's needs in other ways.

The public investment of educated, kind, empowered citizens benefits the local community and entire country- benefits that provide freedom and strong democracies, public safety, vibrant, rich communities, healthy economies, and peace and tolerance through diverse perspectives and critical thinking.

It is time to work together and unite as a team in educating all of our kids- providing diversified, individualized educational options, supporting teachers, and sharing our community resources that benefit all.

Wishing everyone in Park County a happy and healthy school year!

EMILY POST
Executive Director

Photo: Visit to North Bridger Bison Ranch, Shields Valley, MT

LEARNING TARGETS & SUCCESS METRICS

ENGAGED

All community members find meaning, purpose, and value in what they are doing.



Project-Based Learning

Meaningful, real-world, and experiential learning with an authentic audience and outcome



Love of Learning

Joyful, playful, and fun experiences that allow for choice and encourage curiosity and creativity



Growth

Continuously building skills, knowledge, and character to best support each individual



Discovery

Exploration of a wide variety of content, experiences, ideas and materials

CONNECTED

All community members build a healthy relationship to self, others, and place.



Social Emotional

Developing collaboration, self-knowledge, confidence, and well-being



Community

Feeling valued, empowered, seen, and included in our diverse community



Place

Connection to our natural and built environment



Learning Team

Educators, family, and students working together to build student learning plans

CONSCIOUS

All community members practice critical thinking and awareness to benefit ourselves and others.



Citizenship

Becoming compassionate change agents who make our communities better



Reflection

Mindfulness and awareness practices to gain understanding of ourselves and others



Critical Thinking

Using an open-mind and multiple perspectives to make informed decisions



Knowledge Base

Direct instruction of core curriculum standards to support an educated citizenry

PROGRAMMING OVERVIEW



Students: 17- 5-9 yr olds; 18 - 10-14 year olds

Elementary Learning Groups: 5 yrs, 6-7 yrs, 8-9 yrs;
Reading/ phonics, math; English Language arts/ literature

Middle School Learning Groups: 10-12 yrs, 13-14 yrs Art/
Ceramics, math; English Language arts/ literature.

After School and Summer Programming: Served ~80
kids with design thinking and making with Allison Vicenzi
and Brett Ozment.

Community Projects:

- Lorax performance
- Mock trial at Park County Courthouse
- Student-parent original poetry slam
- Hosting Kidsfest event
- NASA Rover partnership with MSU
- North Bridger Bison field trip
- MT Sky Guest Ranch overnight/ exploration
- Yellowstone Field Day



Photo: Students practicing original poetry for poetry slam

FINANCIAL OVERVIEW

In December, 2022 ERS was established as a 501c3, EIN 87-4623843. Tuition fees, grants, individual donations, and loans supported the operations and staffing of teachers and facilities in 2022/23. Approximately 35% of students received tuition scholarships; roughly 60% of students qualified for free and reduced lunch.

The cost of education per student at ERS is approximately \$7,500 annually. Tuition is \$5,000 per year in support of the Park County median income and to make small group, hands-on learning accessible to all.

The shortfall of funds is attributed to taking the risk of hiring a enough staff to support the diverse student needs of K-8th education and a full-time art teacher in anticipation of growing enrollment. We did see more enrollment but not not enough to cover staffing costs.



Educatio Rad School	
Statement of Activity	
August 2022 - July 2023	
	Total
Revenue	
4000 Individual contributions	108,724
4020 Grants	149,682
4500 Tuition/ Services	134,115
4700 Discounts given	-800
4900 Interest income	2
Total Revenue	391,723
Gross Profit	391,723
Expenditures	
5000 Salaries and Wages	340,581
8200 Program Expenses	13,231
8230 Transportation	659
8300 Advertising & marketing	5,792
8400 Contract & professional fees	40,454
8500 Occupancy	21,063
8501 Repairs & maintenance	518
8540 Insurance	1,693
8550 Office expenses, software	4,570
8900 Travel/ Professional Development	12,396
Total Expenditures	440,957
Net Operating Revenue	-49,235
Net Revenue	-49,235

Photo: Students at MT Sky w/ MOSS instructor

SUPPORT



Ways to Support

- **Equal Access Scholarship Fund:** Tax-deductible donations support all Park County kids with engaging, hands-on education.
- **Supplies Donation:** Donations of art supplies, science materials, calculators, books, and other academic materials are welcome!
- **Field Expert Volunteer:** Our learning is enhanced through community experts sharing their experience, passions, and knowledge.
- **1% for Education Fund:** Businesses benefit from educated, citizens with a strong sense of self. Businesses can invest in our future workforce and community through a 1% revenue commitment to our education fund.
- **Innovative Education Tax Credit:** To meet the requests for scholarship-based enrollment from counselors, parents, and working families who believe their child would thrive in a project-based, small-group, and empowering educational community, we now qualify as a MT State Student Scholarship Organization. Our SSO designation allows individuals and businesses to re-allocate their state taxes towards our school scholarship fund. Individual and business taxpayers donate directly to an approved SSO and can receive a tax credit of up to \$200,000 that can be carried forward for up to three years. Your accountant can provide more details. Donations are on a first come first serve basis starting January 1 2024, with a \$5,000,000 limit for all SSOs statewide.



Photo: Building and testing catapult- launching pumpkins

Grants and Donors

- | | | | |
|----------------------------------|-----------------------------------|----------------------------------|-----------------------|
| • Avalon Foundation | • Alex and Kevin Saunders | • Kenny McCroskery | • Rebecca Lowe Smith |
| • Brian Lopez Trust | • Betsy Black | • Laurel Peacock | • Stuart Nelson |
| • EANS II Funds | • Berman Family | • Michael and Theresa McNicholas | • Windy Way Rock Shop |
| • OPI Afterschool Grant | • DeWitt Dominick | • Mike and Lynne Peters | • Zach Foster |
| • David Baker Science Foundation | • Christina Gomez | • Nancy Ambrose | |
| • VELA Micro Grant | • Elizabeth Bayer Morgan & Family | • Park County Community Journal | |

EDUCATIO RAD SCHOOL



Board of Directors

Christine May
Wendy Brodhead
Kenna Stormogibson
Walt Flynn

Staff

Emily Post- Director

Contact Us!

406-202-8201
info@educatio.life
Mail: 402 S. K St.
Livingston, MT 59047

[HTTP://EDUCATIO.LIFE](http://educatio.life)

APPENDIX F: Proposed 2024/25 Calendar

2024-2025_Master Calendar

175		M	T	W	Th	F	2024-2025 Student Holiday/Recesses (175 day minimum)
0	Aug				1	2	8/ New Staff Starts
0	Aug	5	6	7	8	9	8/ Returning Staff Starts;
0	Aug	12	13	14	15	16	8/16 ALL HTH Village Staff Meet; 8/ NEW Student Schedules/Orientation; 8/ RETURNING Student Schedules/Registration
3	Aug	19	20	21	22	23	8/21 First Day of Student Attendance
5	Aug	26	27	28	29	30	
4	Sep	2	3	4	5	6	9/2 Labor Day Holiday
5	Sep	9	10	11	12	13	
5	Sep	16	17	18	19	20	
5	Sep	23	24	25	26	27	
1	Sep	30					
4	Oct		1	2	3	4	
4	Oct	7	8	9	10	11	10/11 Staff Day
4	Oct	14	15	16	17	18	10/14 Indigenous People's Day
5	Oct	21	22	23	24	25	
4	Oct	28	29	30	31		
1	Nov					1	
5	Nov	4	5	6	7	8	
4	Nov	11	12	13	14	15	11/11 Veteran's day (National Day of observance)
5	Nov	18	19	20	21	22	
0	Nov	25	26	27	28	29	11/25-29 Fall Holiday
5	Dec	2	3	4	5	6	
5	Dec	9	10	11	12	13	
5	Dec	16	17	18	19	20	
0	Dec	23	24	25	26	27	12/23-1/3 Winter Break
0	Dec	30	31				
0	Jan			1	2	3	
4	Jan	6	7	8	9	10	1/6 Staff Day
5	Jan	13	14	15	16	17	
4	Jan	20	21	22	23	24	1/20 Dr. Martin Luther King, Jr. Holiday
5	Jan	27	28	29	30	31	
5	Feb	3	4	5	6	7	
4	Feb	10	11	12	13	14	2/14 Presidents Day Holiday
4	Feb	17	18	19	20	21	2/17 Presidents Day Holiday
5	Feb	24	25	26	27	28	
4	Mar	3	4	5	6	7	3/7 Staff Day
5	Mar	10	11	12	13	14	
5	Mar	17	18	19	20	21	
5	Mar	24	25	26	27	28	
0	Mar	31					Spring Break 3/31-4/11
0	Apr		1	2	3	4	
0	Apr	7	8	9	10	11	
4	Apr	14	15	16	17	18	4/14 Staff Day
5	Apr	21	22	23	24	25	
3	Apr	28	29	30			
1	May				1	2	5/2 Snow Day
5	May	5	6	7	8	9	
5	May	12	13	14	15	16	
5	May	19	20	21	22	23	
4	May	26	27	28	29	30	5/26 Memorial Day Holiday
5	Jun	2	3	4	5	6	
4	Jun	9	10	11	12	13	6/12 LAST DAY OF SCHOOL
0	Jun	16	17	18	19	20	6/19 Juneteenth Holiday
0	Jun	23	24	25	26	27	
0	Jun	30					
0	Jul		1	2	3	4	
0	Jul	7	8	9	10	11	
0	Jul	14	15	16	17	18	
0	Jul	21	22	23	24	25	
0	Jul	28	29	30	31		

COLOR CODE - DO NOT CHANGE
 staff days
 school holiday
 first and last day of school

175 Dates school is closed for holidays are shaded

APPENDIX G: Insurance:



THE HARTFORD
BUSINESS SERVICE CENTER
3600 WISEMAN BLVD
SAN ANTONIO TX 78251

September 18, 2023

For Informational Purposes
402 S K ST
LIVINGSTON MT 59047-3628

Account Information:

Policy Holder Details :	Educatio Rad School
-------------------------	---------------------



Contact Us

Need Help?

Chat online or call us at
(866) 467-8730.

We're here Monday - Friday.

Enclosed please find a Certificate Of Insurance for the above referenced Policyholder. Please contact us if you have any questions or concerns.

Sincerely,

Your Hartford Service Team



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

09/18/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER MARSH & MCLENNAN AGENCY LLC/PHS 41451282 The Hartford Business Service Center 3600 Wiseman Blvd San Antonio, TX 78251	CONTACT NAME:	
	PHONE (866) 467-8730 (A/C, No, Ext):	FAX (A/C, No):
INSURED Educatio Rad School 402 S K ST LIVINGSTON MT 59047-3628	E-MAIL	
	ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	NAIC#	
	INSURER A : Hartford Accident and Indemnity Company	22357
	INSURER B :	
	INSURER C :	
	INSURER D :	
INSURER E :		
INSURER F :		

COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/Y YYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)
	UMBRELLA LIAB EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE AGGREGATE
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below Y/N <input type="checkbox"/>	N/A		41 WEC AY4E96	06/22/2023	06/22/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$1,000,000 E.L. DISEASE -EA EMPLOYEE \$1,000,000 E.L. DISEASE - POLICY LIMIT \$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Those usual to the Insured's Operations.

CERTIFICATE HOLDER

For Informational Purposes
402 S K ST
LIVINGSTON MT 59047-3628

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Susan L. Castaneda

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EDUCLEA-01

JKENNEDY

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

9/19/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Bozeman Office Marsh McLennan Agency LLC Company 1105 E. Main Bozeman, MT 59715	CONTACT NAME: PHONE (A/C, No, Ext): (406) 586-3351 FAX (A/C, No): (406) 586-0437 E-MAIL ADDRESS:
	INSURER(S) AFFORDING COVERAGE INSURER A: Employers Preferred Insurance Company INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:
INSURED Emily Post, LLC dba Education Learning Studio PO Box 356 Clyde Park, MT 59018	NAIC # 10346

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below Y / N <input type="checkbox"/> N / A			EIG461494003	9/10/2023	9/10/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

CANCELLATION

Mountain Sky Guest Ranch, LLC
PO Box 1219
Emigrant, MT 59027

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

APPENDIX H: 5 yr YES Budget Projections w/ Clearly-Stated Assumptions

YES FY24-FY28 Proposed Budget Data					*3% increase in direct aid & ANB rate	*3% increase in direct aid & ANB rate	*3% increase in direct aid & ANB rate	*3% increase in direct aid & ANB rate
				FY24	FY25	FY26	FY27	FY28
ANB By Budget Unit	E2	K-6	70	\$58,963.0	\$60,731.9	\$62,553.8	\$64,430.5	\$66,363.4
	M2	7-8	20	\$117,928.0	\$121,465.8	\$125,109.8	\$128,863.1	\$132,729.0
	E2	K-6	70	\$5,962.00	\$6,140.9	\$6,325.1	\$6,514.8	\$6,710.3
	M2	7-8	20	\$7,634.00	\$7,863.0	\$8,098.9	\$8,341.9	\$8,592.1
Revenues				Total Allocation	Total Allocation	Total Allocation	Total Allocation	Total Allocation
ANB K-6	decreasing at rate of .20 per ANB	5,962.00	0.80	\$338,244.0	\$348,403.2	\$358,867.3	\$380,590.1	\$380,746.5
ANB7-8	decreasing at rate of .50 per ANB	7,634.00	0.80	\$432,617.2	\$445,625.5	\$459,024.1	\$486,839.0	\$480,165.5
Direct State Aid E2	(I-A)	58,963.00	0.80	\$47,170.4	\$48,585.5	\$63,161.2	\$65,056.0	\$67,007.7
Direct State Aid M2	(I-A)	117,928.00	0.80	\$94,342.4	\$97,172.7	\$100,087.9	\$103,090.5	\$106,183.2
Quality Educator	(I-C)	3,472.00	9.00	\$31,248.0	\$32,185.4	\$33,151.0	\$34,145.5	\$35,169.9
At Risk Student	(I-D)	7,400.00		\$7,400.0	\$7,622.0	\$7,850.7	\$8,086.2	\$10,512.0
Indian Education For All	(I-E)	23.28	90.00	\$2,095.2	\$2,158.1	\$2,222.8	\$2,289.5	\$2,358.2
American Indian Achievement Gap	(I-F)	nodata		\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Data For Achievement	(I-G)	22.29	90.00	\$2,006.1	\$2,006.1	\$2,066.3	\$2,128.3	\$2,192.1
State Special Education	(I-H)	286.00	90.00	\$36,036.0	\$37,117.1	\$38,230.6	\$39,377.5	\$40,558.8
Grants*based on ERS FY23 numbers				\$149,000.0	\$149,000.0	\$149,000.0	\$149,000.0	\$149,000.0
Individual Donations*based on ERS FY23 numbers				\$108,000.0	\$108,000.0	\$108,000.0	\$108,000.0	\$108,000.0
				\$1,248,159.3	\$1,277,875.6	\$1,321,661.7	\$1,378,602.6	\$1,381,894.0
Expenditures	FY23 ERS Expenditures w/ 37 students	% of total budget						
Salaries and Wages 3% increase per year	\$340,581.0	0.77		\$900,000.0	\$927,000.0	\$954,810.0	\$983,454.3	\$1,012,957.9
Program Expenses 3% increase per year	\$13,231.3	0.03		\$39,694.0	\$40,884.8	\$42,111.4	\$43,374.7	\$44,675.9
Transportation 1st 4 yrs purchase vans, this line item includes maintenance and fuel	\$658.8			\$70,000.0	\$42,100.0	\$43,363.0	\$14,663.0	\$15,102.9
Communication/ Software 3% increase per year	\$5,791.7	0.01		\$5,600.0	\$5,768.0	\$5,941.0	\$6,119.3	\$6,302.8
Contract & professional fees 3% increase	\$40,453.8	0.09		\$20,000.0	\$20,600.0	\$21,218.0	\$21,854.5	\$22,510.2
Occupancy 3% increase per year	\$21,063.5	0.05		\$42,000.0	\$43,260.0	\$44,557.8	\$45,894.5	\$47,271.4
Repairs & maintenance 3% increase per year	\$518.2	0.00		\$10,000.0	\$10,300.0	\$10,609.0	\$10,927.3	\$11,255.1
Insurance 3% increase per year	\$1,692.6	0.00		\$5,000.0	\$5,150.0	\$5,304.5	\$5,463.6	\$5,627.5
Office expenses, software 3% increase per year	\$4,570.5	0.01		\$10,000.0	\$10,300.0	\$10,609.0	\$10,927.3	\$11,255.1
Food Service 3% increase per year	\$0.0			\$68,000.0	\$70,040.0	\$72,141.2	\$74,305.4	\$76,534.6
Travel/ Professional Development 3% increase per year	\$12,396.0	0.03		\$37,188.0	\$38,303.6	\$39,452.7	\$40,636.3	\$41,855.4
Reserve/ contingency	0			\$40,677.3	\$64,169.2	\$71,544.1	\$120,982.4	\$77,952.9
Total Expenditures	\$440,957.4			\$1,207,482.0	\$1,213,706.4	\$1,250,117.6	\$1,257,620.3	\$1,303,941.0
Assumptions								
9 certified educators								
70 E2 20 M2 ANB enrollment per year.								
3% cost increase per expenditure category annually								
FY23 Founding Independent School Grant and Donation Revenue								
3% increase annually in direct aid based on FY 21/22 increases								
3% increase annually in ANB rate based on FY 21/22 increases								
	FY25 E2	M2	FY26 E2	M2	FY27 E2	M2	FY28 E2	M2
	\$6,140.7	\$7,862.5	\$6,324.9	\$8,098.4	\$6,710.1	\$8,591.6	\$6,710.1	\$8,591.6
	\$6,140.5	\$7,862.0	\$6,324.7	\$8,097.9	\$6,709.9	\$8,591.1	\$6,709.9	\$8,591.1
	\$435,504.1	\$557,031.9	\$448,584.1	\$573,780.2	\$475,737.7	\$608,548.8	\$475,933.1	\$600,206.9

APPENDIX I: LETTERS OF SUPPORT

Alex Saunders- Parent

Justin Post- Parent

Lisa Rosberg - Park County Superintendent

Maggie Tarr- City of Livingston Recreation Director

Brett Ozment - Artist/ Community Member

Victoria Pikul - Parent

Maggie Tarr
Recreation Director
City of Livingston
229 River Drive
Livingston, MT 59047

October 30, 2023

Montana Board of Public Education
PO Box 200601
Helena, MT 59620-0601

To whom it may concern,

I am writing to express my enthusiastic support for Yellowstone Experiential School's application to establish a charter school in our community. It is with great pleasure that I offer my endorsement, a partner committed to improving opportunities and outcomes for students in our area.

Over the past few years, I have had the privilege of collaborating closely with Emily Post and her dedicated team. Through this partnership, I have witnessed their unwavering commitment to providing high-quality education and fostering an inclusive and nurturing learning environment. Their innovative approach to education is deeply rooted in research-based practices and an acute understanding of the unique needs of our community.

Here are some key reasons why I wholeheartedly support Yellowstone Experiential School's (YES) application:

Commitment to Educational Excellence: YES has consistently demonstrated a commitment to engagement, connection and citizenship as their guiding characteristics towards education excellence.

Community Engagement: The school's commitment to community involvement and collaboration is exemplary. They have actively sought input and feedback from local families, educators, and community leaders to ensure that their program is closely aligned with the needs and aspirations of our community.

Inclusivity and Equity: YES prioritizes inclusivity and equity in their educational approach. Their commitment to diversity and inclusion is evident in their outreach efforts, recruitment strategies, and support systems for students of all backgrounds.

Experienced Leadership: The leadership team at YES brings a wealth of experience in education and a passion for creating a positive impact on students' lives. Their dedication and expertise are evident in the comprehensive and thoughtful nature of this charter school application.

Innovative Programs: The innovative and tailored programs proposed by YES reflect a deep understanding of the evolving needs of our students in a rapidly changing world.

It is my belief that the approval of this charter school will undoubtedly enhance educational opportunities in our community, providing an alternative and dynamic educational choice for families

seeking the best for their children. YES is poised to make a meaningful and lasting contribution to our community by nurturing young minds, promoting academic success, and instilling important life skills.

I am more than willing to support this initiative further through our ongoing partnership, sharing resources, and participating in any way we can to ensure the success of YES. I genuinely believe that their presence in our educational landscape will be a source of pride for our community and a beacon of hope for students in need of an alternate form of education.

Thank you for considering this application, and please feel free to reach out if you require any additional information or support from me. We are excited about the potential for this partnership and its positive impact on our community's educational future.

Sincerely,

A handwritten signature in blue ink, appearing to read 'MTarr', with a long horizontal flourish extending to the right.

Maggie Tarr
Recreation Director
City of Livingston
406-222-8155
mtarr@livingstonmontana.org

Letter of recommendation

Lisa Rosberg <LRosberg@parkcounty.org>

Mon 10/30/2023 10:26 PM

To: Educatio Project-based Learning Studio <education@educatio.life>

Hi Emily,

I am excited that you want to create a Charter School in Park County. It will be a tremendous undertaking, but a worthy one. I believe that Livingston needs and has needed an alternative to the educational choices available to our families.

I have taught at Park High School, I was the principal at Sleeping Giant Middle School here in town and for one year I was the principal for the public kindergarten school, Washington School. My daughter went to the public elementary school here and also Saint Mary's. My son went through the public school system here in Livingston. Most recently, in November of 2022, I was elected to the County Superintendent position here in Park County.

As you can see, I have experienced education in Park County from many angles. There are many great teachers throughout Park County, but the systems we have in place do not meet the needs of all of our families. In my current position, I see many families moving from one system to another throughout the county. They tell me they are seeking a good fit for their children.

To be truthful, when I became aware that Montana was putting charter schools through in last year's legislative process, I was skeptical on many levels. However, the bill that passed has enough guardrails in place that I think, with the right leadership, not only can it succeed in Park County, but a charter school can thrive here.

Please send in this letter of recommendation with your application for a charter school here in Park County. I know families will embrace this endeavor and that children will benefit.

The committee can reach me at lrosberg@parkcounty.org or on my personal cell phone 406.224.8250.

Thank you for having the courage to take on this challenge.

Lisa Rosberg

Park County Superintendent of Schools

Sent from my iPhone

Re: YES Public Charter Application Letter of Support

Molly Flynn-Berman <molly.caitlin@gmail.com>

Wed 11/1/2023 10:26 AM

Dear Board of Education,

Please accept this email as a letter of support to establish the Yellowstone Experiential School as a public charter.

Our children are inheriting a future that will require them to act with real urgency to address issues like climate change, poverty, mental distress, deterioration of natural resources, among a crescendo of others, and to do so with insight and sensitivity. Given what approaches, now is the time to impress upon young people that their ideas matter, and to guide them to take those ideas from living in their heads to living in the world. This is built into the daily fabric of Educatio, where kids are encouraged to experiment, to learn from failure, and to try again.

Since joining Educatio 3 years ago, my daughter Miriam's first instinct when confronted with a problem is to ask, "What can we do?" Her reflex is to get creative, and just as importantly, she feels it's within her power to create change. She's not the only one - Miriam's friends at school are similarly empowered. The students at Educatio are encouraged to learn through doing, and their teachers are committed to creating the framework for that to happen in a way that resonates with them. Witnessing how the school harnesses the creative energy of these kids leaves me feeling hopeful for a future in their hands.

Educatio is nurturing the kind of innovators we need, those whose first instincts are to get their hands dirty generating solutions rather than to sit still for long periods of time. Education is changing because our needs as a society are changing. I have absolute faith that Educatio is in a strong position to educate the next generation of thinkers to meet those needs.

Kindest regards,
Molly Flynn-Berman

October 30,2023

To Whom It May Concern

Two years ago, my husband and I were planning on homeschooling our child because we were completely against entering our child into the public school system for numerous reasons. We became aware of Educatio and was thoroughly aligned with the values of the school. We met with Emily Post and soon realized that Educatio's focus on building a child's love of learning and creating vast opportunities for growth and expansion while also prioritizing not only high quality education, but also emotional health wellbeing, was aligned with our family.

Over the last two years, our child has thrived in the environment that Educatio continues to provide. We are certain she would have floundered in the public school system and her passion would have been watered down to match the standards required. Educatio provides a structured educational environment that supports a child's passion for learning and exploration. The way that Educatio teaches is so unique that my husband and I can only wish that we had this type of education when we were younger.

During week two of our child's first grade year, her teacher told us that she was already a third of the way through the math book for first grade standards! Coincidentally, another of her teacher's explained that she was prepared to teach our child how to read and was surprised to know that she can already read and thus is able to build her education on where *she* is academically and emotionally, rather than being held back by classroom standards. Educatio also provides opportunities for extra support when a concept is not understood, rather than moving on to be aligned with standards. This level of dedication and opportunity for learning is uncommon and should not be ignored.

It should also be noted that within our community resides not only bullying, but also intense mental health needs for children, as we have suffered numerous heartbreak in our community from the impact that bullying has had on young children and suicide. To have an option like Educatio that focuses on building self esteem and kindness as part of its curriculum is insurmountable. The children get to know each other on a unique level as they get to intermingle on a daily basis. Our child (who is 6 years old) has friends who are 3 years old and friends who are 13 years old, all because of Educatio. This in and of itself is extraordinary.

Educatio values experiences. Our child has grown in all the ways we never imagined she could in a school environment, but Educatio is not just any school. The specialness of the vision and Emily Post's dedication is unlike anything we encountered. We are forever grateful for this school and desperately hope to see our child through her years with Educatio.

We know that the school must continue and be more accessible to family's needs in our community. The idea that Charter status could build up the foundation that Educatio has started cannot be ignored. Charter status would grant this community the opportunity to continue providing the type of education that is desperately needed. With a public charter option, Educatio could thrive and continue to do what they do best-tailor the education specifically to each child's needs and interest.

With Emily Post creating a remarkable environment and hiring highly qualified *and* passionate educators (who get to be *more* passionate in this school), we are eternally grateful for the opportunity to send our child to Educatio. We are also aware that without Charter status, the reality of this school may not continue to expand.

The school founder has demonstrated year after year a true commitment to providing not only high quality education, but honoring each child's individual needs. My child feels seen and heard at Educatio. She never reports recess as her favorite part of the day because the education is so high quality and tailored to her, she has fun all day long. She always shares stories and is excited to share what she has learned.

Our family is in full support of Educatio's application for Charter status. We stand by the values of this school and Emily Post and know that with Charter status, more children can have the amazing opportunity our child has had and so many children in this community desperately need this level of education as an option.

Alexandria Saunders, PHD and Kevin Saunders + Layla

Alexandria Saunders
Kevin Saunders
LAYLA

Justin Post
1990 East River Road
Livingston, MT 59047

October 30, 2023

Montana Board of Public Education
46 N Last Chance Gulch Ste 2B
Helena, MT 59601

Dear Board Members:

Please accept this letter in support of Yellowstone Experiential School's application to become a public charter school. Yellowstone Experiential School is modeled on Educatio Rad School, where my two children have attended since it opened in 2020. My children have greatly benefited from the project-based and hands-on learning, and I would love to see this option made available to all children in our community as a no-cost public charter school in Park County.

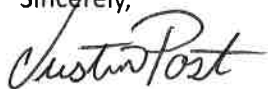
My oldest son was quiet and shy when he started attending Educatio. He has blossomed over the past more than three years. I have watched him become a confident middle schooler who has discovered a love for art, writing and music. He has proudly had his art exhibited in the community and even took the stage at the school's poetry slam, sharing his original work.

I have watched both of my children grow immeasurably in so many ways. The small class sizes and one-on-one with teachers have resulted in tremendous improvements in their reading, writing and math skills. They are also excelling socially and learning the importance of belonging to and contributing to a community.

As former editor of the local newspaper, I can vouch for how important it is for kids in Park County to feel connected to their community. Suicide rates in this county have been among the highest in the nation — triple the national average — and, sadly, these statistics include several children and teenagers. The town of Livingston has one of the highest suicide rates in Montana per capita.

When it comes to children and their needs, there is no such thing as one-size-fits-all. It is important that Park County families have options for students who could benefit from an alternative approach to education. Like many communities in Montana, Park County residents have experienced skyrocketing costs of housing and living expenses. For many Park County families, funding a private school education is simply not an option. All families deserve to have options and your approval of Yellowstone Experiential School's charter application can make that possible.

Sincerely,

A handwritten signature in black ink that reads "Justin Post". The signature is written in a cursive, flowing style.

Justin Post

letter of support

Vicky Pikul <holyhell23@yahoo.com>

Tue 10/31/2023 11:49 PM

To: Educatio Project-based Learning Studio <education@educatio.life>

To whom it may concern,

I am the parent of a child who is attending Educatio Rad School. My full support is behind this school, as we need options in our community for children who are not thriving, meeting their full potential, or struggling in the public education setting for any reason.

For almost 3 years I homeschooled my children as a single parent. In this environment my children thrived. We used a curriculum called Oak Meadows based out of Brattleboro, VT. This curriculum was engaging, creative, hands on, and offered option for my children to explore their community and nature. My children were also given options as to how and what they wanted to pursue learning about. They had choices. It was amazing and wonderful to see my children grasp new concepts that were presented in a way that worked for them at their levels. Having said this, homeschooling as a single parent is hard and time consuming and as much as I love it, it is not sustainable.

What I love about Educatio is it brings ideas, concepts, skills and experiences and has the ability to meet my child where she is and she is happy. It is thinking and learning on a different level than we are used to seeing in the public education system. It is a positive change that not only asks our children to read, write, do math, but helps them engage and actively participate in the community around them. Educatio helps make our children more aware of others not only themselves, all while building self-confidence and skills needed in this world. The children enjoy learning here, and are excited to be a part of it! This is so crucial to any learning and we know learning just doesn't happen in a classroom.

We must except that not every child learns on the same day or in the same way. Not every child fits in the box that is our public education system. Our children need choices in education that help them reach their fullest potential in life so they can become confident, happy, contribute to their communities, and be life long learners. We owe it to our children and parents to give Educatio Charter School status in a community that is in so very desperate need of more educational choices.

Please support the students, parents and teachers on our endeavors to have a choice in education.

Thank you,

Victoria Pikul

Letter of Support for YES

Brett Ozment <ozmentart@gmail.com>

Wed 11/1/2023 9:57 AM

To: Educatio Project-based Learning Studio <education@educatio.life>

Hello,

It is with great pleasure that I am writing to express my enthusiastic endorsement of the Yellowstone Experiential School (YES) proposal to establish a public charter school in Livingston, Montana. Building on the proven success of the Educatio Rad School (ERS), this initiative holds tremendous promise for our community and its young learners. As a professional artist, educator, and active community member, I have had the privilege of witnessing the profound positive impact that the educational programming provided by (ERS) has had on our community.

The introduction of summer artist open studios and workshops at ERS has been nothing short of transformative for our community, as well as for myself. The engaging and educational activities offered during the summer months have provided a unique platform for young learners to explore, discover, and grow. It has ignited a passion for learning and creative expression in countless children, leaving an indelible mark on their educational journey.

Now, with the proposed implementation of YES as a public charter school, the potential benefits are boundless. By opening access to this exceptional learning environment for all kids in our community, regardless of their background or circumstances, we are taking a significant stride towards equity and inclusivity in education.

The charter school's project-based learning approach, combined with a focus on holistic youth development, promises to create a nurturing and enriching educational experience. It provides a platform for students to actively engage with their learning, fostering critical thinking, problem-solving, and a deep sense of curiosity.

Moreover, YES' commitment to providing these opportunities free of charge exemplifies a profound dedication to the welfare and future success of our community's youth. This is an investment not only in education but in the potential and promise of every child who walks through the doors.

Additionally, the opportunity for youth to engage and collaborate across different schools is of paramount importance. It teaches them at an early age the benefits of community and the strength that comes from working together towards a shared goal. This collaboration lays the foundation for a more connected and supportive community, fostering a sense of belonging and unity that will undoubtedly have a positive and lasting impact on the lives of these young learners. A perfect example of "the Montana way" as some call it. This community will grow up knowing their neighbors in Wilsall, Cooke City, in Gardiner, and will work with them on collaborative projects. We are currently implementing similar strategies in our community right now with programs I am involved in such as Leadership 49, and Communities That Care. These values are important and stand as a testament to the strength and importance of our community here in Park County.

I have every confidence that the establishment of ERS as a charter school will be a monumental stride forward in the educational landscape of Livingston. It is a beacon of hope and a promise of a brighter future for our youth.

I wholeheartedly endorse this proposal and believe it has the power to shape generations of learners in our community. I am excited about the positive impact it will undoubtedly have on the lives of countless children.

Sincerely,

Brett Ozment
Ozment Art LLC
Ozmentart@gmail.com
406-589-9031

APPENDIX J: Emails as Evidence of District Denial of Alternative Programming Partnership

Re: extra-curricular activities for non-district kids

Educatio Project-based Learning Studio <education@educatio.life>

Thu 8/17/2023 11:27 AM

To: Todd Wester <Todd.Wester@livingston.k12.mt.us>; Matt Schad <Matt.Schad@livingston.k12.mt.us>

Cc: Chad Johnson <chad.johnson@livingston.k12.mt.us>

Hi Todd and Matt,

Will you please send me the fall sports calendar to share with parents?

I'd love to meet to discuss how to coordinate choir or band schedules for any of our students who would like to participate.

Thank you!

Emily

Emily Post

Our MISSION is providing equal access to world-class education through an applied/ project-based approach to: STEAM (Science, Technology, Engineering, Arts, and Math); Social-Emotional Learning and Leadership; and Community Impact

Educatio Learning Studio

129 S. Main Street

Livingston, MT 59047

www.educatio.life

406-202-8201

From: Todd Wester <Todd.Wester@livingston.k12.mt.us>

Sent: Friday, July 21, 2023 6:23 PM

To: Educatio Project-based Learning Studio <education@educatio.life>; Matt Schad <Matt.Schad@livingston.k12.mt.us>

Cc: Chad Johnson <chad.johnson@livingston.k12.mt.us>

Subject: Re: extra-curricular activities for non-district kids

Hi Emily;

Good to hear from you, thanks for reaching out.

An update: John Stromberg took a job in Missoula. He and his wife had originally planned to move to Livingston, but right after he got his job here, she was offered one she could not refuse in Hamilton, and it ended up best for them to remain there.

Regarding the school day, parents are welcome to enroll their students for any course(s) we offer. They just need to make sure they are meeting Montana's mandatory schooling requirements if their students are not enrolled with us full-time. I am sure you are familiar with Montana code on this, but for reference, see MCA 20-5-102 at https://www.leg.mt.gov/bills/mca/title_0200/chapter_0050/part_0010/section_0020/0200-

[0050-0010-0020.html](https://leg.mt.gov/bills/mca/title_0200/chapter_0050/part_0010/section_0090/0200-0050-0010-0090.html) and MCA 20-5-109

at https://leg.mt.gov/bills/mca/title_0200/chapter_0050/part_0010/section_0090/0200-0050-0010-0090.html. I think what you are asking is for that family who is otherwise meeting the mandatory schooling requirement through Educatio, but who would like to have their child participate in band, choir, art, an elective, or another class, if that is doable. The family would register using our online registration system and would then come in and discuss with us what courses they would like their child to take.

We offer some co-curricular reward activities, such as student dances for all students who are in good academic standing, a school-wide dodge ball tournament, a talent show, or ski days that begin during school and end around 5:00. Students who are enrolled in classes with us would qualify for participation in such activities. For example, students enrolled in PE could go on the ski PE day, and students enrolled in any course in good academic standing could attend the dance, and students enrolled in any class with us could attend the dodge ball tournament and talent show. But students who are not enrolled with us do not qualify for participation in those co-curricular activities.

Additionally, we offer competitive extracurricular activities such as basketball, speech and debate, and volleyball. Students in private / non-public schools can participate in these activities and must adhere to the same behavioral expectations as must those who are enrolled with us. For example, any student caught vaping would face a 2-competition suspension if they self-report, and a 3-competition suspension if they do not self-report, but are found to have committed the infraction.

I'd be happy to meet with you to go over the SGMS schedule:) My summer calendar is pretty flexible and I'm at work every day, so just let me know what works for you.

Thanks,

Todd Wester

From: Educatio Project-based Learning Studio <education@educatio.life>

Sent: Friday, July 21, 2023 12:42 PM

To: Todd Wester <Todd.Wester@livingston.k12.mt.us>; John Stromberg <john.stromberg@livingston.k12.mt.us>; Matt Schad <Matt.Schad@livingston.k12.mt.us>

Cc: Chad Johnson <chad.johnson@livingston.k12.mt.us>

Subject: Re: extra-curricular activities for non-district kids

CAUTION: This email originated from outside of Livingston Public Schools. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Todd, Matt, and John,

I hope you're all enjoying your summer!

I am reaching out to get more information for families about partial enrollment to participate in band, choir, art, debate, drama as well as sport schedules and sign ups.

Do parents enroll their student part-time through the infinite campus?

Matt- are you able to send me your sports schedule for sign-ups?

My other question is how whether it may be helpful to schedule a meeting to discuss your elective schedule so that we can be flexible and supportive of accommodating your resources

and schedule.

I appreciate the information and the opportunity for our students to access your additional resources and enrichment!!

Best,

Emily

Emily Post

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129 S. Main Street

Livingston, MT 59047

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406-202-8201

From: Todd Wester <Todd.Wester@livingston.k12.mt.us>

Sent: Saturday, September 3, 2022 4:27 PM

To: Educatio Project-based Learning Studio <education@educatio.life>; John Stromberg <john.stromberg@livingston.k12.mt.us>; Matt Schad <Matt.Schad@livingston.k12.mt.us>

Subject: Re: extra-curricular activities for non-district kids

Hi Emily;

I hope you are well!

I copied Vice Principal John Stromberg and SGMS Activities Director Matt Schad here.

Matt will be able to fill you in on how non-District students access school sports and extra-curricular activities, the conditions set forth in our handbook, etc.

Courses and activities that are not extra-curricular, such as choir, band, performance art, math, English, science, industrial technology, art, personal fitness, P.E., etc., would require that parents enroll their students in our school and then take those classes. They may enroll full or part-time.

Thanks!

Todd Wester

From: Educatio Project-based Learning Studio <education@educatio.life>

Sent: Tuesday, August 23, 2022 11:05 AM

To: Todd Wester <Todd.Wester@livingston.k12.mt.us>

Subject: extra-curricular activities for non-district kids

CAUTION: This email originated from outside of Livingston Public Schools. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Todd,

Happy new school year. Glad you'll be leading the middle school, what a great opportunity for all.

This year we're offering 5th-8th at a separate location along with K-4th at our downtown space. I wanted to reach out to you about providing information to families about participation in extracurricular programming offered through the district under the SB0157 legislation.

I am hoping that you can give me some direction on how non-district students can use sports or extracurricular activities.

I see that parents can sign up for sports but can you tell me whether kids can join choir or band, any other opportunities.

Thanks very much!

Emily

Emily Post

Educatio Learning Studio

129 S. Main Street

Livingston, MT 59047

www.educatio.life

406-202-8201

Re: extra-curricular activities for non-district kids

Educatio Project-based Learning Studio <education@educatio.life>

Thu 8/17/2023 11:27 AM

To: Todd Wester <Todd.Wester@livingston.k12.mt.us>; Matt Schad <Matt.Schad@livingston.k12.mt.us>

Cc: Chad Johnson <chad.johnson@livingston.k12.mt.us>

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Thank you!

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406-202-8201

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Sent: Friday, July 21, 2023 6:23 PM

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Cc: Chad Johnson <chad.johnson@livingston.k12.mt.us>

Subject: Re: extra-curricular activities for non-district kids

Hi Emily;

Good to hear from you, thanks for reaching out.

An update: John Stromberg took a job in Missoula. He and his wife had originally planned to move to Livingston, but right after he got his job here, she was offered one she could not refuse in Hamilton, and it ended up best for them to remain there.

Regarding the school day, parents are welcome to enroll their students for any course(s) we offer. They just need to make sure they are meeting Montana's mandatory schooling requirements if their students are not enrolled with us full-time. I am sure you are familiar with Montana code on this, but for reference, see MCA 20-5-102 at https://www.leg.mt.gov/bills/mca/title_0200/chapter_0050/part_0010/section_0020/0200-

[0050-0010-0020.html](https://leg.mt.gov/bills/mca/title_0200/chapter_0050/part_0010/section_0090/0200-0050-0010-0090.html) and MCA 20-5-109

at https://leg.mt.gov/bills/mca/title_0200/chapter_0050/part_0010/section_0090/0200-0050-0010-0090.html. I think what you are asking is for that family who is otherwise meeting the mandatory schooling requirement through Educatio, but who would like to have their child participate in band, choir, art, an elective, or another class, if that is doable. The family would register using our online registration system and would then come in and discuss with us what courses they would like their child to take.

We offer some co-curricular reward activities, such as student dances for all students who are in good academic standing, a school-wide dodge ball tournament, a talent show, or ski days that begin during school and end around 5:00. Students who are enrolled in classes with us would qualify for participation in such activities. For example, students enrolled in PE could go on the ski PE day, and students enrolled in any course in good academic standing could attend the dance, and students enrolled in any class with us could attend the dodge ball tournament and talent show. But students who are not enrolled with us do not qualify for participation in those co-curricular activities.

Additionally, we offer competitive extracurricular activities such as basketball, speech and debate, and volleyball. Students in private / non-public schools can participate in these activities and must adhere to the same behavioral expectations as must those who are enrolled with us. For example, any student caught vaping would face a 2-competition suspension if they self-report, and a 3-competition suspension if they do not self-report, but are found to have committed the infraction.

I'd be happy to meet with you to go over the SGMS schedule:) My summer calendar is pretty flexible and I'm at work every day, so just let me know what works for you.

Thanks,

Todd Wester

From: Educatio Project-based Learning Studio <education@educatio.life>

Sent: Friday, July 21, 2023 12:42 PM

To: Todd Wester <Todd.Wester@livingston.k12.mt.us>; John Stromberg <john.stromberg@livingston.k12.mt.us>; Matt Schad <Matt.Schad@livingston.k12.mt.us>

Cc: Chad Johnson <chad.johnson@livingston.k12.mt.us>

Subject: Re: extra-curricular activities for non-district kids

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Matt- are you able to send me your sports schedule for sign-ups?

My other question is how whether it may be helpful to schedule a meeting to discuss your elective schedule so that we can be flexible and supportive of accommodating your resources

and schedule.

I appreciate the information and the opportunity for our students to access your additional resources and enrichment!!

Best,

Emily

Emily Post

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Educatio Learning Studio

129 S. Main Street

Livingston, MT 59047

www.educatio.life

406-202-8201

From: Todd Wester <Todd.Wester@livingston.k12.mt.us>

Sent: Saturday, September 3, 2022 4:27 PM

To: Educatio Project-based Learning Studio <education@educatio.life>; John Stromberg <john.stromberg@livingston.k12.mt.us>; Matt Schad <Matt.Schad@livingston.k12.mt.us>

Subject: Re: extra-curricular activities for non-district kids

Hi Emily;

I hope you are well!

I copied Vice Principal John Stromberg and SGMS Activities Director Matt Schad here.

Matt will be able to fill you in on how non-District students access school sports and extra-curricular activities, the conditions set forth in our handbook, etc.

Courses and activities that are not extra-curricular, such as choir, band, performance art, math, English, science, industrial technology, art, personal fitness, P.E., etc., would require that parents enroll their students in our school and then take those classes. They may enroll full or part-time.

Thanks!

Todd Wester

From: Educatio Project-based Learning Studio <education@educatio.life>

Sent: Tuesday, August 23, 2022 11:05 AM

To: Todd Wester <Todd.Wester@livingston.k12.mt.us>

Subject: extra-curricular activities for non-district kids

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Hi Todd,

Happy new school year. Glad you'll be leading the middle school, what a great opportunity for all.

This year we're offering 5th-8th at a separate location along with K-4th at our downtown space. I wanted to reach out to you about providing information to families about participation in extracurricular programming offered through the district under the SB0157 legislation.

I am hoping that you can give me some direction on how non-district students can use sports or extracurricular activities.

I see that parents can sign up for sports but can you tell me whether kids can join choir or band, any other opportunities.

Thanks very much!

Emily

Emily Post

Educatio Learning Studio

129 S. Main Street

Livingston, MT 59047

www.educatio.life

406-202-8201

Re: Leasing Washington School Space for 2023/24 school year

Educatio Project-based Learning Studio <education@educatio.life>

Tue 4/11/2023 1:15 PM

To:Lynne Scalia <Lynne.Scalia@livingston.k12.mt.us>

Thanks Lynne! You too!

Emily Post

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406-202-8201

From: Lynne Scalia <Lynne.Scalia@livingston.k12.mt.us>

Sent: Tuesday, April 11, 2023 1:02 PM

To: Educatio Project-based Learning Studio <education@educatio.life>; Sara Driscoll <sara_driscoll@educatio.life>

Subject: RE: Leasing Washington School Space for 2023/24 school year

Thanks Emily. I think meeting with Chad Johnson after he gets on board in July is a good idea. I wish you the very best!

Lynne

From: Educatio Project-based Learning Studio <education@educatio.life>

Sent: Friday, April 07, 2023 2:23 PM

To: Lynne Scalia <Lynne.Scalia@livingston.k12.mt.us>; Sara Driscoll <sara_driscoll@educatio.life>

Subject: Re: Leasing Washington School Space for 2023/24 school year

CAUTION: This email originated from outside of Livingston Public Schools. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Lynne,

Thank you for the info- we'll stay tuned with the community process and see how it all unfolds.

I would like to meet to discuss ways to partner when you have time and can also meet with Chad if that makes more sense.

Thank you and best wishes for a smooth decision and transition moving forward.

Emily

Emily Post

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406-202-8201

From: Lynne Scalia <Lynne.Scalia@livingston.k12.mt.us>

Sent: Thursday, April 6, 2023 1:30 PM

To: Educatio Project-based Learning Studio <education@educatio.life>

Cc: Sara Driscoll <sara_driscoll@educatio.life>

Subject: RE: Leasing Washington School Space for 2023/24 school year

Hi Emily and Sara,

Let's see what happens on Tuesday, April 11. If the Board votes to close Washington, the next decision is how to what to do with it next year and in the future. If they decide to use it next year, they would likely use it for the LINKS program. If they look at repurposing, it would likely be done with a process for community input.

The Washington space needs quite a bit of work, including an estimated \$1M+ for a new roof, a new boiler, better ventilation, windows, etc. Part of the planning next year with new superintendent Chad Johnson, will be comprehensive facilities planning.

Also, you had emailed some weeks ago about possible ideas for collaboration, if you'd still like to get together for a discussion, let me know!

Lynne

Lynne Scalia, Ed.D.

Superintendent

Livingston Public Schools

132 B Street
Livingston, MT 59047

(406) 222-0861

(406) 581-5969 Cell

www.livingston.k12.mt.us

From: Educatio Project-based Learning Studio <education@educatio.life>

Sent: Tuesday, April 04, 2023 2:51 PM

To: Lynne Scalia <Lynne.Scalia@livingston.k12.mt.us>

Cc: Sara Driscoll <sara_driscoll@educatio.life>

Subject: Leasing Washington School Space for 2023/24 school year

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Hi Lynne,

I understand that you, the school board, and staff are considering next steps for next school year and how to use the Washington School space.

Will you please let us know if you would consider leasing the space to Educatio for programming?

Thank you!

Emily

Emily Post

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406-202-8201

Re: Meeting to talk about possible SD/ Educatio partnership?

Educatio Project-based Learning Studio <education@educatio.life>

Mon 7/31/2023 6:24 AM

To: Signe Lahren <signe@montana.com>

Cc: 'Chad Johnson' <chad.johnson@livingston.k12.mt.us>

Hi Signe!

Hope you're having a great summer!

I'm excited to explore partnerships if/ when the time is right for everyone.

Talk to you all soon- best wishes for the kick off of the school year!

Emily

Emily Post

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From: Signe Lahren <signe@montana.com>

Sent: Sunday, July 30, 2023 5:16 PM

To: Educatio Project-based Learning Studio <education@educatio.life>

Cc: 'Chad Johnson' <chad.johnson@livingston.k12.mt.us>

Subject: RE: Meeting to talk about possible SD/ Educatio partnership?

Hi Emily!

I haven't forgotten about you, but I have been swamped with work. We have so much going on with the new transition in leadership, that I think we need to get our legs under us before we start exploring partnerships.

Let's try to catch up later in the school year so you can meet the new superintendent and start a dialogue. I have copied Chad on this email thread.

Thanks!

Signe

From: Educatio Project-based Learning Studio <education@educatio.life>

Sent: Tuesday, June 13, 2023 12:40 PM

To: Signe Lahren <signe@montana.com>

Subject: Re: Meeting to talk about possible SD/ Educatio partnership?

Hi Signe,

Please let me know when you're available for a coffee to discuss your thoughts on any future partnership.

Hope your well,

Emily

Emily Post

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From: Educatio Project-based Learning Studio <education@educatio.life>

Sent: Tuesday, May 23, 2023 11:23 AM

To: Signe Lahren <signe@montana.com>

Subject: Re: Meeting to talk about possible SD/ Educatio partnership?

Hi Signe- thank you for being open to discuss. I'll touch base later next month and see what may work.

Thanks Signe and happy graduation season- bet it is so meaningful in so many ways - only starting to imagine with Henry and Ernie at 12 and 10.

Best!

Emily

Emily Post

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From: Signe Lahren <signe@montana.com>
Sent: Monday, May 22, 2023 10:08 PM
To: Educatio Project-based Learning Studio <education@educatio.life>
Subject: RE: Meeting to talk about possible SD/ Educatio partnership?

Hi Emily!

Thank you and yes, it is hard to believe Calvin is on the home stretch for graduation. I think this sounds interesting. I would be willing to discuss in more detail, but it would have to be mid-June before I could do that. Would you be willing to circle back with me then. Our new superintendent is coming on Board July 1.

Talk to you soon.

Signe

From: Educatio Project-based Learning Studio <education@educatio.life>
Sent: Monday, May 22, 2023 1:29 PM
To: signe@montana.com
Subject: Meeting to talk about possible SD/ Educatio partnership?

Hi Signe,

Happy spring and congratulations on the board chair position. Congrats mostly on Calvin's graduation and high honors!

I would like to meet with you to talk about the possibility of partnering with our school.

According to Lisa Rosberg, county superintendent, there are approximately 300 kids in Park County who opt to homeschool. Many of those students receive an excellent education and I wonder if there are any who could benefit from a more measured, standardized, comprehensive education.

With two new charter options on the table in MT, I would like to propose a 1 year pilot project. The LSD could contract Educatio services to provide academic programming to any non-enrolled Park County students who homeschooled last year, as well as the ~45 kids who are enrolled with us for 2023/24.

We would enroll those kids in the Livingston District and use those otherwise unavailable ANBs to pay the contract and associated admin costs.

This proposal would allow the LSD to be responsive to family and student needs for a small-group, hands-on learning option while also maintaining their high-quality more traditional model that works for the majority of kids and families. The additional benefit is to get kids back into the school system with measured, accountable learning outcomes to ensure that they have optimal choice and opportunities in their lives.

Please let me know if you'd like to discuss further. I wanted to run it by you to get your thoughts prior to approaching the incoming superintendent.

My ultimate goal is to make this kind of learning a public option for kids in Park County to serve all kids more efficiently and effectively.

Thank you for considering!

Emily

Emily Post

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406-202-8201

RE: Introduction and collaboration

Chad Johnson <chad.johnson@livingston.k12.mt.us>

Tue 7/18/2023 6:52 AM

To: Educatio Project-based Learning Studio <education@educatio.life>

Shall I meet you at your place... 129 South Main?

Chad

From: Educatio Project-based Learning Studio <education@educatio.life>

Sent: Monday, July 17, 2023 9:54 AM

To: Chad Johnson <chad.johnson@livingston.k12.mt.us>

Subject: Re: Introduction and collaboration

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Great, 10 is great for me. Have a great week.

Emily Post

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406-202-8201

From: Chad Johnson <chad.johnson@livingston.k12.mt.us>

Sent: Monday, July 17, 2023 6:27 AM

To: Educatio Project-based Learning Studio <education@educatio.life>

Subject: RE: Introduction and collaboration

Friday morning would be great...at your convenience.

Thank you,

Chad

From: Educatio Project-based Learning Studio <education@educatio.life>

Sent: Friday, July 14, 2023 11:22 AM

To: Chad Johnson <chad.johnson@livingston.k12.mt.us>

Subject: Re: Introduction and collaboration

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Absolutely! I hope your throat doesn't hurt from all the meeting!

Let me know what works best!!

Emily Post

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From: Chad Johnson <chad.johnson@livingston.k12.mt.us>
Sent: Friday, July 14, 2023 9:41 AM
To: Educatio Project-based Learning Studio <education@educatio.life>
Subject: RE: Introduction and collaboration

Sorry...things have already changed!

I have interviews all morning now done at approximately 1:00 p.m. – can we go in the afternoon or Friday morning?

Chad

From: Educatio Project-based Learning Studio <education@educatio.life>
Sent: Thursday, July 13, 2023 3:09 PM
To: Chad Johnson <chad.johnson@livingston.k12.mt.us>
Subject: Re: Introduction and collaboration

CAUTION: This email originated from outside of Livingston Public Schools. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Chad,

I do, does 10am work?

Thank you!

Emily

Emily Post

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From: Chad Johnson <chad.johnson@livingston.k12.mt.us>
Sent: Thursday, July 13, 2023 1:50 PM
To: Educatio Project-based Learning Studio <education@educatio.life>
Subject: RE: Introduction and collaboration

Good Afternoon Ms. Post,

I would love to sit down and visit with you regarding your educational opportunities and of course, introduce myself!

Do you have time in the morning NEXT Thursday the 20th to set a quick visit?

Chad

From: Educatio Project-based Learning Studio <education@educatio.life>
Sent: Wednesday, July 12, 2023 9:54 AM
To: Chad Johnson <chad.johnson@livingston.k12.mt.us>
Subject: Introduction and collaboration

CAUTION: This email originated from outside of Livingston Public Schools. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Chad,

Welcome to Livingston and your new role.

I am the director of a small independent preK-8th project-based learning school in Livingston. This will be our 4th year of programming and we have about 40 students enrolled for the fall. Our capacity is 60.

I would like to meet with you to tell you about our programming, assessments, and student body so that you know what we're up to and to discuss any possibility for partnership or collaboration.

Some of our students may enroll part-time in the district to take advantage of middle school choir and band. I wonder about our students enrolling full-time and if the remaining ANB funds could be used to pay a contract to provide a hands-on approach to MT core curriculum proficiency programming for the dyslexic kids who thrive with that applied approach.

I think this is a win-win for the district and our families. The district gets to be responsive to the families and students in our community who need a more-hands-on, individualized approach and the families get a public option for this education. Around 60% of our students qualify as free and reduced lunch and we only charge \$5k per year to make this accessible for students in Livingston.

I'd love to get these homeschool, private school students back into the public system with measured outcomes to set them up for success and share in the public resources in our community.

Our school has worked well with Bob Stevenson in the past years with your student services department.

If you are available to meet to discuss more or even learn about our program and why kids are enrolling with us, please let me know.

Thank you!

Emily

Emily Post

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406-202-8201

APPENDIX K: Resumes

Emily Post

Emily Post

406.202.8201

402 S. K Street, MT 59047

emily@educatio.life

EDUCATION

M.A. Economics. University of Montana, Missoula, MT. 2007-09.

B.S. Biology. Western Washington University, Bellingham, WA. 1997-2001.

PROFESSIONAL EXPERIENCE

Executive Director, Educatio Rad School, Livingston, MT. Sept 2019 – Present

Program Development.

Board Collaboration

Parent Communication

Budget and Bookkeeping.

Fundraising and grant writing/ reporting.

Hiring/ Management

Community Outreach and Communications.

Evaluation and metric development and data collection to track student and leader impacts.

Teaching/ Project Development

Site Management

Executive Director, Community School Collaborative, Livingston, MT. Nov 2018 – Sept 2019.

Coordination of nine educational workshop days throughout the 2018/19 academic year for 315 Sleeping Giant Middle School students. Each workshop day consisted of keynote speakers and several morning and afternoon workshops for students to choose from.

Program development and volunteer training/ recruitment.

Budget and bookkeeping.

Fundraising and grant writing and reporting.

Outreach and communications.

Evaluation and metric development and data collection to track student and leader impacts.

Public Communications Administrator, Park County, Livingston, MT. Aug 2015 – April 2018.

Public Communications Liaison: Responsible for public communications and media relations for Park County. Point contact for public and local, regional and statewide agencies.

Responsible for public outreach for services provided by county government.

Media Relations: Regular news releases, social media, website management, coordination with local and regional news media.

Creation and distribution of digital and printed media and outreach materials.

Public Information Officer for Emergency Management: Works to increase emergency preparedness and communications during incidents and emergencies.

Internal Communications: Liaison between staff, public and county commission, inter-departmental relations.

Special projects administration.

Management Analyst, The City of Livingston, Livingston, MT. Nov 2013- Aug 2015.

Communications: Develop communications plan, news releases, social media, website administration, newsletters, advertisements, GIS mapping, public surveys, fire truck bond communications planning.

Grants: Research, writing, budgeting, reporting, closeout documents, project management, bid process.

Emily Post

406.202.8201

402 S. K Street, MT 59047

emily@educatio.life

Events Planning and Coordination: Summerfest, Arbor Day Event, Trails RX in collaboration with LHC marketing team, Rocky Mountain Tree School.

Human Resources: Hiring process, public works certification record keeping, drug testing, record management, employee safety training.

City Commission Meeting Secretary: Maintained minutes, agenda compilation.

“Leadership and oversight of recreation staff.

Sustainability Coordinator, Lewis and Clark County, Helena, MT. Oct 2012- Nov 2013.

Grants: Research, proposal writing, reporting, and overall management.

Purchasing/ Operations: Worked with County Commissioners and the Chief Administrative Officer to improve energy efficiency and purchasing efficiency within county operations.

Writer/ Program Manager, National Center for Appropriate Technology, Butte, MT. Feb 2009- Sept 2012.

Publication Research/ Writing: Develop agricultural publication topics, research and write publications, peer-review staff publications, edited according to organization publication standards.

Program Manager: Managed hotline for farmers to provide agricultural information. Took phone calls, answered questions and mailed literature.

Grants: Research, writing, management.

Biologist/ Engineering Assistant, Gaston Engineering, Bozeman, MT. 2005-07

Permitting: NEPA document preparation, open-pit mining/ reclamation permit applications, groundwater well and wastewater management permitting, water-right augmentation applications. Worked closely with DNRC, MDEQ, City/ County Planning Departments. Research/ Writing/ Design: Residential and commercial wastewater systems, environmental impact statements, traffic impact assessments, soils reports, groundwater monitoring, wetland delineation reports.

ADDITIONAL QUALIFICATIONS

High Tech High Professional Development Training 2023

Community School Collaborative Advisory Board Member 2018- 2020

Brightworks Project Based Learning Workshop Completion, San Francisco, 2019

Shields Valley Farmers Market Advisory Committee 2018 - 2020

Park County Recreation and Wellness Planning Committee 2019 - present

Livingston Collective Impact Facilities Subcommittee Facilitator Fall 2017

Park County Community Foundation Board Member, January 2017 - 2020

Advanced Public Information Officer Training: O388 2018

Public Information Officer Training Certified - Introduction to Incident Information: S-203 Nov 2015

Livingston HealthCare LEAN Six Sigma 6-wk training, 2015

Leadership 49 2014/15 participant, 2015/16 planning committee member

MSU Extension Board Leadership Workshop completion 2013

Kenna StormoGipson

3478 Keahi Place
(808) 892-5998
Honolulu, HI 96822
kennasg@gmail.com

EDUCATION

Brown University, Providence, RI

June 2003

B.A. in Human Biology

GPA 3.36 Completion of Teaching Credential for Secondary Science

PROFESSIONAL CLASSROOM EXPERIENCE

Academy Del Sol Alternative High School, Alamogordo, NM

Nov

2014- June 2016

Science Teacher 9th-12th Grade: Biology, Astronomy and Physiology

- Taught 60 students at high-risk for drop out; over 80% of students passed my classes and 70% passed statewide competency exams
- Created curriculum and lab activities for astronomy class, which was a new course offering

Oakland Unified School District, Oakland, CA

Aug

2003- June 2014

Bi-Lingual Reading Instructor, Esperanza Elementary School 2013-2014

- Instructed Spanish reading classes to K-2 students and English for 3rd -5th graders

Science Teacher Oakland Technical High School 2005-2013

- Taught 10th Grade Biology and 11th / 12th Grade Physiology
- Founded schools first Gay Straight Alliance, now one of the biggest clubs on campus
- Developed culturally relevant science curriculum for African-American and Latino students

Math and Science Teacher Rudsdale Middle School 2004-2005

- Taught 80 students who had previously failed 8th grade and were at very high risk of dropping out

- Directed service learning projects after school

Science Teacher Merritt High School 2003-2004

- Instructed physical science, chemistry, biology and beginning Spanish for 9th-12th grade
- Led 12 at-risk students on wilderness backpacking trip for an elective PE credit
- Yearbook coordinator for afterschool program; produced 2004 yearbook
- Directed service learning projects after school

ORGANIZATIONAL LEADERSHIP

League of United Latin American Citizens (LULAC), Alamogordo, NM

May 2015- Present

Co-Founder and Treasurer

- Created LULAC Council #8095, recruited new members, set up accounting system
- Organized first ever "Immigration Rights Symposium", assisted residents in gaining citizenship

OneFam Community Bicycle Organization, Oakland, CA

June

2009 - May 2016

Board Chairperson, 2011-2013

Kenna StormoGipson

3478 Keahi Place
(808) 892-5998
Honolulu, HI 96822
kennasg@gmail.com

- Implemented plan to expand employment training for at-risk youth, over 60 new youth served
- Fundraised over \$160,000 in grant money and business donations
- Facilitated monthly board meetings and provided organizational oversight

OTHER RELEVANT EXPERIENCE

***Coaching:** Assisted in coaching HS Debate Team

***Leading:** Currently serve as Co-Director of a non-profit affordable housing group.